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ABSTRACT

The 1983-1984 report on the postsecondary desegregation progress in Maryland is presented. The goals of the 1980 plan, the status of attainment of the goals, and recommended corrective action are indicated. The goals concern the following areas: undergraduate accessibility; graduate/first professional accessibility; enrollment in fields where blacks are underrepresented; undergraduate retention; student financial aid; the employment of administrators, faculty, and professional employees; enhancement of historically black institutions; governing boards; and evaluation and implementation. For nine state institutions, a chart provides information on goals and recommendations, current activities, and proposed activities. For the state as a whole, data are presented on enrollments, degrees granted, employment, and governing boards. Enrollment data are provided for 1979, 1980, and 1984 and for the enrollment of black students in the state's 31 public postsecondary institutions. Degrees awarded by field and the proportion of black students are reported for 1979-1980 and 1983-1984. Employment data are provided for 1979 and 1984. Appended is a copy of the Equal Educational Opportunity Annual Institutional Report, which is completed by each campus. (SW)

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FOURTH ANNUAL
EQUAL POSTSECONDARY
EDUCATIONAL OPPORTUNITY
STATUS REPORT

for the period

September 1983 - September 1984

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State of Maryland

State Board for Higher Education

16 Francis Street

Annapolis, Maryland 21401

December 1985

State of Maryland

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FOREWORD

This is the Fourth Annual Report of desegregation progress in the State of Maryland under the Plan to Assure Equal Postsecondary Educational Opportunity: 1980-85.

Part One presents a statistical summary on enrollments, degrees granted, employment, and governing boards.

Part Two presents a discussion of the goals of the 1980 Plan and the status of attainment of the goals of the Plan.

Part Three, based on the reports of the institutions, presents data on their progress on the achievement of equal educational opportunity.

This report was prepared jointly by the Division of Research, Planning, and Information Systems and the Division of Equal Educational Opportunity/Institutional Approval and Evaluation. Dr. Joseph T. Durham, Cheryl J. Rollins, Javier Miyares, and Dr. Barbara Jackson were responsible for the content and analysis of the data.

This is the last Report based on the 1980 Plan. In June, 1985, a new Plan was approved and will serve as the basis for reporting on the progress of achieving the equal opportunity goals for the public higher education institutions in the State of Maryland for the next five years.

Sheldon H. Knorr
Commissioner

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EXECUTIVE SUMMARY

The Plan to Assure Equal Postsecondary Educational Opportunity: 1980-85 requires an annual report on the progress of achieving equal educational opportunity goals by the public institutions of higher education in Maryland. This Fourth Annual Status Report is the last under the present Plan and covers the period from September, 1983 through September, 1984.

Statistical Highlights of the Report are:

- There was a decrease in both absolute numbers and percentage of black full-time undergraduate students from 1979 to 1984 (18,447 to 16,402 and from 21.8 percent to 19.7 percent).

- The proportion of black graduate students in all institutions continued to decline in the five year period in both absolute numbers and percentage from 1,945 in 1979 to 1,823 in 1985 and from 13.1 percent to 11.9 percent.

- The proportion of blacks among the first professional fields of law and dentistry showed an increase between 1979 and 1984; medicine was almost the same for these two years.

- In terms of headcount enrollments, the percentage of black students decreased again in 1984 (to 17.7%) after a slight increase in 1983. The total numbers have decreased even though the percentages have remained fairly constant.

- There was a decrease in the absolute number and percentage of bachelors degrees awarded to black students between 1979 and 1984; for masters degrees, the percentage remained constant but the absolute number decreased; the number of doctorates awarded increased from 1979 to 1984, but the numbers were still very low. The majority of doctorates awarded to blacks are still in education.

- There were fewer professional degrees awarded to blacks in 1984 than in 1979 in dentistry and medicine; but more in law, while the total number of first professional degrees awarded to blacks remained almost the same. The ten year trends, however, show very small numbers in dentistry (6 in 1974-75 and 5 in 1983-84) in medicine (5 in 1974-75 and 4 in 1983-84); in law, the numbers have increased each year (25 in 1974-75 to 38 in 1983-84).

- Another trend evident in the ten year period is the shift in the type of institution awarding degrees to black students, both bachelors and masters. In 1975, the historically black institutions awarded 72% of the bachelors degrees and 75% of the masters degrees to black students; this percentage was down to 52% and 53% respectively in 1984.

- The college entering rate for black high school graduates continues to be slightly higher than that of white high school graduates.

- The transfer rate from community colleges to four year institutions was essentially the same for black and white students.

- In the fall 1984, among the historically white institutions, only Frostburg met its goal for first-time, full-time black freshmen. Towson State, UMBC and UMCP slipped below their goal after reaching it in 1983. Both St. Mary's and Salisbury were below the goal as well as below the percentage achieved in 1983.

- Among the historically black institutions, Coppin met its goal for first-time, full-time other-race freshmen for the second year; Bowie and UMES showed a decline in the percentage of black students but did not meet the goal. Only Morgan failed to make progress toward the 1985 goal showing the same percentage of black students as in 1983.

- Black undergraduate enrollment and degrees received in the critical fields of science, architecture, computer and information science, and engineering remain low, in absolute numbers compared with the total enrollment in those fields, but the percentage did increase in all fields except engineering.

- For those institutions where promotions and tenure appointments have been made, blacks have been included. Several of the institutions either have not granted tenure to anyone because of a moratorium (Morgan) or because no one was considered.

- Recruitment of qualified black faculty continues to be difficult, limiting the availability for appointment especially in the professional schools.

- For the second year, the black representation among the membership of the following boards associated with higher education fell below the 22.7% figure for blacks in the statewide population: Board of Trustees of State Universities and Colleges, and Board of Trustees of St. Mary's College of Maryland; the Boards of Charles, Chesapeake, Community College of Baltimore, Hagerstown, Prince George's and Wor-Wic Tech were not reflective of the percentage of the black population in their respective service areas.

PART I - STATISTICAL SUMMARY

Part I of this report presents data on the efforts of the State's public institutions of higher education to achieve equal educational opportunity. Data on enrollments, degrees awarded and employees are presented for 1980, the first year of the Plan, and the most recent year, 1984. The base year of the 1980 Plan against which progress is measured is 1979. Both 1979 and 1980 are included since this is the last year of the operation of the present Plan. By including both the base year and the first year of the Plan, it is possible to look at the trends during the entire period of this Plan.

ENROLLMENT

Tables 1 through 4 present data for 1979, 1980 and 1984 on the enrollment of black students in the State's 31 public postsecondary institutions. Table 1 presents the percentage of black students among full-time undergraduates for the period 1979-1984. There is a decrease in both absolute number (18,447 to 16,402) and in the percentage from 21.8% to 19.7%.

The proportion of black graduate students (shown in Table 2) in all institutions has continued to decline in 1984 (down from 13.1% in 1979 to 11.9% in 1984). The number and percentage of blacks in the first-professional fields of law and dentistry has increased since 1979 (Table 3); medicine, however, has almost the same number and percentage (42 in 1984 representing 6.4% and 43 in 1979 representing 6.0%). The percentage for all professional fields is 11.3% and the absolute number shows an increase from 205 in 1979 to 320 in 1984.

In terms of headcount enrollment (Table 4), the percentage of black students decreased from 18.2% in 1983 to 17.7% in 1984. The total numbers are down for all segments even though the percentages have remained fairly constant.

DEGREES AWARDED

Tables 5 through 10 present data for the years 1979-80 and 1983-84 on the number of formal awards (certificates and degrees), by academic program, made by the State's public colleges and universities to black students. The proportion of black students receiving the different certificates and degrees varied in the years reported. The percentage earning certificates or associate in arts degrees remained the same or increased slightly (11.7% to 13.1% and 16.7% or 16.4% respectively). There was a decrease in the proportion receiving Bachelors (Table 7) both in absolute numbers (1,925 to 1,684) and in proportion (15.2% to 13.6%). While the percentage remained the same for those receiving masters, (Table 8) the absolute number decreased from 390 to 259. For the doctorate, (Table 9) the number of degrees awarded increased from 9 to 16, more than

the percentage since the total degrees awarded increased. The majority of doctorates awarded to blacks are in education. Degrees earned in the professions did not change in number nor percentage in the five year period. (Table 10)

In 1984, according to Table 11, 48% of the bachelors degrees awarded to black students were awarded by historically white institutions and 47% of the masters degrees awarded black students came from historically white institutions. However, historically black institutions continue to award more bachelor and masters degrees to black students than historically white institutions do. The trend over the nine years shows a dramatic shift - 72% of black students received bachelors degrees from historically black institutions in 1975, whereas this percentage had decreased to 52% by 1984. The same shift is true for the masters degree, in 1975 75% of black students received masters degrees from historically black institutions whereas this percentage had decreased to 53% by 1984.

Table 12 summarizes the trends in degrees and certificates awarded to black and white students since 1974.

EMPLOYEES

Tables 13 through 15 present data on the employment of full-time administrators, faculty and other professionals in public higher education institutions in 1979 and 1984. In both the administrative and faculty categories, blacks have decreased from 22.9% and 10.5%, respectively, in 1979 to 20.3% and 9.7%, respectively, in 1984. Blacks in other professional categories increased from 12.8% in 1979 to 14.0% in 1984. There are some notable differences in individual institutions, both decreases and increases.

Table 16 shows black representation in the executive/administrative and professional ranks of the employees of State higher education agencies and boards. Statewide, in fall, 1984, 6.3% of the administrators and 6.6% of the professional staff employed by these agencies were black.

TABLE 1

FULL-TIME UNDERGRADUATE ENROLLMENT

Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1984 Total	1984 Black	1984 % Black
COMMUNITY COLLEGES									
Allegany	1142	31	2.7	1172	24	2.0	1347	33	2.4
Anne Arundel	2181	190	8.7	2219	171	7.7	2176	148	6.8
Catonsville	2471	540	21.9	2604	571	21.9	2427	503	20.7
Cecil	282	14	5.0	314	27	8.6	327	23	7.0
Charles	903	88	9.7	939	92	9.8	704	61	8.7
Chesapeake	422	52	12.3	478	70	14.6	425	72	16.9
Comm. College Baltimore	3663	2950	80.5	3657	2656	72.6	3055	2582	84.5
Dundalk	492	80	16.3	434	62	14.3	483	69	14.3
Essex	2478	211	8.5	2497	255	10.2	2623	239	9.1
Frederick	570	28	4.9	701	48	6.8	857	44	5.1
Garrett	330	12	3.6	354	17	4.8	225	18	8.0
Hagerstown Jr.	878	87	9.9	852	85	10.0	873	51	5.8
Harford	1213	144	11.9	1296	150	11.6	1022	99	9.7
Howard	612	76	12.4	675	85	12.6	723	81	11.2
Mont.-Germantown	277	6	2.2	301	9	3.0	515	18	3.5
Mont.-Rockville	4545	255	5.6	4630	226	4.9	4056	220	5.4
Mont.-Takoma Park	1129	252	22.3	1207	330	27.3	1157	310	26.8
Prince George's	4322	1411	3.6	4439	1413	31.8	3836	1279	33.3
Wor-Wic Tech	196	56	28.6	209	62	29.7	186	48	25.8
All Community Colleges	28106	6483	23.1	28978	6353	21.9	27017	5898	21.8
STATE COLLEGES & UNIV.									
Bowie	1375	1146	83.3	1292	1075	83.2	1145	902	78.8
Coppin	2101	1955	93.1	1832	1722	94.0	1686	1504	89.2
Frostburg	2820	215	7.6	2839	242	8.5	2631	232	8.8
Salisbury	2944	242	8.2	2879	233	8.1	3188	187	5.9
Towson	9546	1129	11.8	9633	1133	11.8	9326	1011	10.8
Univ. of Balt.	1012	226	22.3	1007	235	23.3	972	190	19.5
All State Colleges	19798	4913	24.8	19482	4640	23.8	18948	4026	21.2
MORGAN	3752	3448	91.9	3722	3411	91.6	3014	2769	91.9
ST. MARY's	1124	64	5.7	1105	58	5.2	1092	56	5.1
UNIVERSITY OF MARYLAND									
UMAB	1160	85	7.3	1159	81	7.0	970	82	8.5
UMBC	4698	858	18.3	4637	853	18.4	5752	737	12.8
UMCP	25092	1832	7.3	25100	1885	7.5	25250	2108	8.3
UMES	929	764	82.2	831	650	78.2	1012	726	71.7
All University of Maryland	31879	3539	11.1	31727	3469	10.9	32984	3653	11.1
Hist. Black Inst.	8157	7313	89.7	7677	6858	89.3	6857	5901	86.1
All Other 4-Yr. Inst.	48396	4651	9.6	48359	4720	9.8	49161	4603	9.4
All Institutions	84659	18447	21.8	85014	17931	21.1	83055	16402	19.7

Source: SEHE Enrollment Information System

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TABLE 2

GRADUATE ENROLLMENT
- FULL AND PART-TIME -

Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1984 Total	1984 Black	1984 % Black
STATE COLLEGES & UNIV.									
Bowie	830	307	37.0	730	263	36.0	658	285	43.3
Coppin	255	217	85.1	275	222	80.7	216	180	83.3
Frostburg	560	6	1.1	556	2	.4	512	14	2.7
Salisbury	596	90	15.1	623	96	15.4	417	43	10.3
Towson	1454	115	7.9	1411	121	8.6	1194	100	8.4
Univ. of Balt.	1481	271	18.3	1582	320	20.2	1541	218	14.1
All Colleges & Univ.	5176	1006	19.4	5177	1024	19.8	4538	840	18.5
MORGAN	520	329	63.3	488	307	62.9	552	308	55.8
UNIVERSITY OF MARYLAND									
UMAB	1356	110	8.1	1452	114	7.9	1552	127	8.2
UMBC	422	21	5.0	479	25	5.2	495	36	7.3
UMCP	7357	456	6.2	7550	529	7.0	8076	482	6.0
UMES	48	23	47.9	62	27	43.6	70	30	42.9
All University of Maryland	9183	610	6.6	9543	695	7.3	10193	675	6.6
Hist. Black Inst.	1653	876	53.0	1555	819	52.7	1496	803	53.7
Other 4-Yr. Inst.	13226	1069	8.1	13653	1207	8.8	13787	1020	7.4
All Institutions	14879	1945	13.1	15208	2026	13.3	15283	1823	11.9

Source: SBHE Enrollment Information System

TABLE 3

FIRST PROFESSIONAL ENROLLMENT BY PROGRAM
- FULL AND PART-TIME -

	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1984 Total	1984 Black	1984 % Black
Dentistry	525	36	6.9	531	29	5.5	444	50	11.3
Medicine	715	43	6.0	715	39	5.5	654	42	6.4
Law									
Univ. Balt.	914	28	3.1	886	25	2.8	934	53	5.7
UMAB	795	98	12.3	778	102	13.1	806	175	21.7
Total	1709	126	7.4	1664	127	7.6	1740	228	13.1
All First Professional	2949	205	7.0	2910	195	6.7	2838	320	11.3

Source: SBHE Enrollment Information System

TABLE 4

TOTAL HEADCOUNT ENROLLMENT
- FALL 1983-84 -

Institution	1983 Total	1983 Black	1983 % Black	1984 Total	1984 Black	1984 %Black
COMMUNITY COLLEGES						
Allegany	2321	38	1.6	2134	39	1.8
Anne Arundel	9027	633	7.0	8894	596	6.7
Catonsville	11587	1664	14.4	11209	1643	14.7
Cecil	1524	46	3.0	1494	49	3.3
Charles	4172	366	8.8	4463	463	10.4
Chesapeake	1966	184	9.4	2005	182	9.1
Comm. College of Balt.	9182	7082	77.1	7516	5863	78.0
Dundalk	3270	268	8.2	3203	264	8.2
Essex	10204	587	5.8	9861	536	5.4
Frederick	3314	135	4.1	3200	130	4.1
Garrett	628	14	2.2	569	18	3.2
Hagerstown Jr.	2637	147	5.6	2497	132	5.3
Harford	4792	350	7.3	4285	312	7.3
Howard	3619	384	10.6	3420	401	11.7
Mont.-Germantown	2592	70	2.7	2554	85	3.3
Mont.-Rockville	12947	641	5.0	12682	734	5.8
Mont.-Takoma Park	4775	1103	23.1	4650	1117	24.0
Prince George's	14977	5474	36.5	14083	5317	37.8
Wor-Wic Tech	896	216	24.1	856	192	22.4
All Community Colleges	104430	19402	18.6	99575	18073	18.2
STATE COLLEGES & UNIV.						
Bowie	2366	1606	67.9	2361	1507	63.8
Coppin	2503	2239	89.5	2434	2143	88.0
Frostburg	3708	291	7.9	3546	263	7.4
Salisbury	4489	327	7.3	4487	302	6.7
Towson	15157	1730	11.4	15108	1558	10.3
Univ. of Balt.	5188	857	16.5	5178	834	16.1
All State Colleges & Univ.	33411	7050	21.1	33114	6607	20.0
MORGAN	4555	4051	88.9	4208	3650	86.7
ST. MARY'S	1329	66	5.0	1299	66	5.1
UNIVERSITY OF MARYLAND						
UMAB	4682	460	9.8	4633	502	10.8
UMBC	7966	985	12.4	8153	970	11.9
UMCP	37413	2839	7.6	38307	3033	7.9
UMES	1223	825	67.5	1230	836	68.0
UMUC	11567	1869	16.2	11640	1957	16.8
All University of Maryland	62851	6978	11.1	63963	7298	11.4
Hist. Black Inst.	10647	8721	81.9	10233	8136	79.5
All Other 4-Yr. Inst.	91499	9424	10.3	92351	9485	10.3
All Institutions	206576	37547	18.2	202159	35694	17.7

Source: SBHE Enrollment Information System

TABLE 5

TRENDS IN DEGREES AWARDED BY PROGRAM
- CERTIFICATES -

Program	1979-1980 Total	1979-1980 Black	1979-1980 % Black	1983-1984 Total	1983-1984 Black	1983-1984 % Black
Inter-Disciplinary	1	0	---			
Business/Commerce Tech	229	29	12.7	356	40	11.2
Data Processing Tech	153	19	12.4	515	47	9.1
Health Services/Paramed Tech	128	6	4.7	211	24	11.4
Mechanical/Engineering Tech	156	22	14.1	233	40	17.2
Natural Science Tech	80	9	11.3	89	20	22.5
Public Service Tech	152	20	13.2	157	33	21.0
Total	899	105	11.7	1561	204	13.1

TABLE 6

TRENDS IN DEGREES AWARDED BY PROGRAM
- ASSOCIATE -

Program	1979-1980 Total	1979-1980 Black	1979-1980 % Black	1983-1984 Total	1983-1984 Black	1983-1984 % Black
Transfer Programs	3056	468	15.3	2867	421	14.7
Business/Commerce Tech	1065	240	22.5	1147	239	20.8
Data Processing Tech	316	52	16.5	763	97	12.7
Health Services/Paramed Tech	1299	174	13.4	1359	215	15.8
Mechanical/Engineering Tech	280	31	11.1	338	38	11.2
Natural Science Tech	64	6	9.4	42	9	21.4
Public Service Tech	625	151	24.2	426	123	28.7
Total	6705	1122	16.7	6944	1142	16.4

TABLE 7

TRENDS IN DEGREES AWARDED BY PROGRAM
- BACHELORS -

Program	1979-1980 Total	1979-1980 Black	1979-1980 % Black	1983-1984 Total	1983-1984 Black	1983-1984 % Black
Agriculture	287	3	1.0	218	6	2.8
Architecture	63	3	4.8	69	0	---
Area Studies	35	0	---	37	0	---
Biological Science	595	63	10.6	471	53	11.3
Business/Management	2480	395	15.9	2454	439	17.9
Communications	428	58	13.6	651	130	20.0
Computer Science	150	8	5.3	488	20	4.1
Education	1316	291	22.1	862	150	17.4
Engineering	486	11	2.3	652	12	1.8
Fine Art	419	49	11.7	312	30	9.6
Foreign Language	94	9	9.6	84	9	10.7
Health Professions	958	147	15.3	978	117	12.0
Home Economics	289	31	10.7	337	34	10.1
Law	6	0	---	28	1	3.6
Letters	408	69	16.9	361	36	10.0
Mathematics	125	21	16.8	117	13	11.1
Physical Science	202	27	13.4	158	19	12.0
Psychology	552	103	18.7	486	81	16.7
Public Affairs	580	158	27.2	369	102	27.6
Social Science	1563	294	18.8	1444	214	14.8
Interdisciplinary	1626	185	11.4	1834	218	11.9
Total	12662	1925	15.2	12410	1684	13.6

TABLE 8

TRENDS IN DEGREES AWARDED BY PROGRAM
- MASTERS -

Program	1979-1980 Total	1979-1980 Black	1979-1980 % Black	1983-1984 Total	1983-1984 Black	1983-1984 % Black
Agriculture	44	0	---	47	2	4.3
Architecture	10	5	50.0	25	6	24.0
Area Studies	5	0	---	2	0	---
Biological Science	66	1	1.5	100	6	6.0
Business/Management	389	53	13.6	530	58	10.9
Communications	68	4	5.9	38	3	7.9
Computer Science	29	0	---	31	0	---
Education	925	207	22.4	637	89	14.0
Engineering	89	0	---	123	0	---
Fine Art	25	2	8.0	46	5	10.9
Foreign Language	7	0	---	11	0	---
Health Professions	147	7	4.8	180	8	4.4
Home Economics	39	2	5.1	38	0	---
Law	0	0	---	10	2	20.0
Letters	36	3	8.3	42	3	7.1
Library Science	116	10	8.6	100	6	6.0
Mathematics	27	2	7.4	28	1	3.6
Physical Science	32	0	---	47	0	---
Psychology	114	19	16.7	126	30	23.8
Public Affairs	379	60	15.8	263	33	12.5
Social Science	117	13	11.1	88	5	5.7
Interdisciplinary	10	2	20.0	17	2	11.8
Total	2674	390	10.2	2529	259	10.2

TABLE 9

TRENDS IN DEGREES AWARDED BY PROGRAM
- DOCTORATES -

Program	1979-1980 Total	1979-1980 Black	1979-1980 % Black	1983-1984 Total	1983-1984 Black	1983-1984 % Black
Agriculture	20	0	---	11	0	---
Area Studies	4	0	---	5	2	40.0
Biological Science	39	2	5.1	44	0	---
Business/Management	1	0	---	12	1	8.3
Communication				2	0	---
Computer Science	7	0	---	10	0	---
Education	109	3	2.8	154	8	5.2
Engineering	15	0	---	29	0	---
Fine Art	7	1	14.3	13	0	---
Foreign Language	2	0	---	2	0	---
Health Professions	2	0	---	5	0	---
Home Economics				2	0	---
Letters	14	0	---	12	0	---
Library Science	2	0	---	1	0	---
Mathematics	11	0	---	14	0	---
Physical Science	35	1	2.9	38	0	---
Psychology	14	2	14.3	14	4	28.6
Public Affairs	10	0	---	10	0	---
Social Sciences	41	0	---	38	1	2.6
Total	333	9	2.7	416	16	3.8

TABLE 10

TRENDS IN DEGREES AWARDED BY PROGRAM

FIRST PROFESSIONAL

Program	1979-1980 Total	1979-1980 Black	1979-1980 % Black	1983-1984 Total	1983-1984 Black	1983-1984 % Black
Dentistry	121	7	5.8	121	5	4.1
Medicine	181	15	8.3	168	4	2.4
Law	468	27	5.8	480	38	7.9
Total	770	49	6.4	769	47	6.1

TABLE 11

DEGREES AWARDED TO BLACK STUDENTS
BY TYPE OF INSTITUTIONS
- 9-YEAR TRENDS -

	Baccalaureate		Masters	
	Hist. Black	Other 4-Yr.	Hist. Black	Other 4-Yr.
FY 1975	72%	28%	75%	25%
FY 1976	66%	34%	67%	33%
FY 1977	61%	39%	68%	32%
FY 1978	57%	43%	65%	35%
FY 1979	51%	49%	63%	37%
FY 1980	55%	45%	56%	44%
FY 1981	50%	50%	58%	42%
FY 1982	52%	48%	49%	51%
FY 1983	53%	47%	54%	46%
FY 1984	52%	48%	53%	47%

TABLE 12

TRENDS IN DEGREES AWARDED
- 1975-1984 -

	74-75		76-77		78-79		83-84		10-Yr. Change	
	Black	White	Black	White	Black	White	Black	White	Black	White
Certificates	41	373	59	727	121	823	204	1191	+398%	+219%
Associates	732	5213	963	5314	1142	5455	1142	5181	+56%	-0.6%
Bachelors	1431	9683	1712	9479	1637	9984	1684	9747	+18%	+0.7%
Masters	498	1873	467	2279	366	2153	259	1925	-48%	+3.0%
Doctorates	10	212	18	287	20	295	16	334	+60%	+58%
First Professional										
Dentistry	6	111	8	115	4	125	5	108	-17%	-3%
Medicine	5	125	8	156	6	153	4	151	-20%	+21%
Law	25	507	30	392	31	428	38	429	+52%	-15%
Total	36	743	46	663	41	706	47	688	+31%	-7%

TABLE 13

FULL-TIME EMPLOYEES BY RACE
- EXECUTIVE/ADMINISTRATIVE/MANAGERIAL -

	1979			1984		
	Total	Black	% Black	Total	Black	% Black
COMMUNITY COLLEGES						
Allegany	10	0	---	13	0	---
Anne Arundel	16	0	---	34	0	---
Catonsville	36	1	2.8	43	3	7.0
Cecil	13	0	---	11	1	9.1
Charles	13	0	---	6	1	16.7
Chesapeake	16	0	---	17	1	5.9
Comm. Coll. Balt.	32	11	34.4	28	16	57.1
Dundalk	24	0	---	26	1	3.8
Essex	25	1	4.0	30	0	---
Frederick	18	1	5.6	24	1	4.2
Garrett	7	0	---	7	0	---
Hagerstown Jr.	15	0	---	18	0	---
Harford	21	0	---	29	0	---
Howard	22	2	13.6	21	3	14.3
Mont.-Cent. Adm.	30	3	10.0	31	3	9.7
Mont.-Rockville	10	0	---	6	1	16.7
Mont.-Takoma Park	7	1	14.3	4	1	25.0
Mont.-Germantown	9	1	11.1	4	1	25.0
Prince George's	37	6	16.2	39	5	12.8
Wor-Wic Tech	8	0	---	5	0	---
Total Community Colleges	369	28	7.6	396	38	9.6
STATE COLLEGES & UNIV.						
Bowie	42	31	73.8	36	27	75.0
Coppin	44	41	93.2	53	48	90.6
Frostburg	29	4	13.8	61	4	6.6
Salisbury	46	4	8.7	32	1	3.1
Towson	108	8	7.4	163	14	8.6
Univ. of Balt.	45	8	17.8	62	10	16.1
Total State Colleges	314	96	30.6	407	104	25.6
MORGAN	107	94	87.9	97	83	85.6
ST. MARY'S	12	0	---	19	0	---
UNIVERSITY OF MARYLAND						
UMAB	76	5	6.6	77	8	10.4
UMBC	35	8	22.9	36	2	5.6
UMCP	176	14	8.0	213	14	6.6
UMES	21	15	71.4	24	17	70.8
UMUC	24	0	---	31	0	---
UMCE	8	1	12.5	7	0	---
UMEX				3	0	---
Total Univ. of Md.	348	45	12.9	391	41	10.5
Hist. Black Inst.	214	181	84.6	210	175	83.3
All Other Inst.	936	82	8.6	1100	91	8.3
Total Statewide	1150	263	22.9	1310	266	20.3

TABLE 14

FULL-TIME EMPLOYEES BY RACE
- FACULTY -

	1979			1984		
	Total	Black	% Black	Total	Black	% Black
COMMUNITY COLLEGES						
Allegany	94	0	---	77	0	---
Anne Arundel	172	3	1.7	187	6	3.2
Catonsville	217	5	2.3	233	9	3.9
Cecil	21	0	---	35	1	2.9
Charles	39	2	5.1	48	3	6.3
Chesapeake	27	2	7.4	39	1	2.6
Comm. Coll. Balt.	155	39	25.2	163	55	33.7
Dundalk	45	3	6.7	56	4	7.1
Essex	166	1	.6	178	2	1.1
Frederick	30	0	---	39	1	2.6
Garrett	22	0	---	19	0	---
Hagerstown Jr.	56	1	1.8	51	0	---
Harford	79	0	---	87	1	1.1
Howard	41	4	9.8	43	5	11.6
Mont.-Cent. Adm.	3	0	---	0	0	---
Mont.-Rockville	263	5	1.9	231	9	3.9
Mont.-Takoma Park	81	2	2.5	71	0	---
Mont.-Germantown	23	0	---	29	0	---
Prince George's	234	14	6.0	233	14	6.0
Wor-Wic Tech	17	0	---	19	1	5.3
All Community Colleges	1785	81	4.5	1838	112	6.1
STATE COLLEGES						
Bowie	109	66	60.6	97	60	61.9
Coppin	137	81	59.1	103	69	67.0
Frostburg	181	3	1.7	191	4	2.1
Salisbury	185	6	3.2	174	5	2.9
Towson	461	10	2.2	467	15	3.2
Univ. of Balt.	126	3	2.4	139	1	0.7
Total State Colleges	1199	169	14.1	1171	154	13.2
MORGAN	303	228	75.2	235	174	74.0
ST. MARY'S	65	1	1.5	70	1	1.4
UNIVERSITY OF MARYLAND						
UMCP				5	1	20.0
UMAB	721	39	5.4	775	36	4.6
UMBC	267	15	5.6	335	18	5.4
UMCP	1631	59	3.6	1889	71	3.8
UMES	78	34	43.6	90	38	42.2
UMUC	12	0	---	9	0	---
UMCE	43	0	---	59	1	1.7
UMES	199	33	16.6	175	36	20.6
Total Univ. of Md.	2951	180	6.1	3337	201	6.0
Hist. Black Inst.	627	409	65.2	525	341	65.0
All Other Inst.	5676	250	4.4	6126	301	4.9
Total Statewide	6303	659	10.5	6651	642	9.7

TABLE 15

FULL-TIME EMPLOYEES BY RACE
- OTHER PROFESSIONALS -

	1979			1984		
	Total	Black	% Black	Total	Black	% Black
COMMUNITY COLLEGES						
Allegany	0	0	---	15	0	---
Anne Arundel	18	3	16.7	25	3	12.0
Catonsville	44	5	11.4	18	2	11.1
Cecil	5	1	20.0	10	0	---
Charles	21	2	9.5	34	8	23.5
Chesapeake	10	1	10.0	20	0	---
Comm. Coll. Balt.	46	22	47.8	26	11	42.3
Dundalk	5	0	---	11	2	18.2
Essex	30	2	6.7	32	2	6.3
Frederick	2	0	---	2	0	---
Garrett	0	0	---	0	0	---
Hagerstown Jr.	7	0	---	6	0	---
Harford	0	0	---	0	0	---
Howard	0	0	---	25	6	24.0
Mont.-Cent. Adm.	31	0	---	54	8	14.8
Mont.-Rockville	9	0	---	35	3	8.6
Mont.-Takoma Park	8	1	12.5	16	5	31.3
Mont.-Germantown	5	0	---	8	0	---
Prince George's	16	2	12.5	17	2	11.8
Wor-Wic Tech	0	0	---	9	0	---
Total Community Colleges	257	39	15.2	363	52	14.3
STATE COLLEGES & UNIV.						
Bowie	15	7	46.7	15	9	60.0
Coppin	23	15	65.2	33	22	66.7
Frostburg	47	2	4.3	19	1	5.3
Salisbury	20	0	---	38	3	7.9
Towson	73	8	11.0	66	5	7.6
Univ. of Balt.	30	2	6.7	24	3	12.5
Total State Colleges	208	34	16.3	195	43	22.1
MORGAN	47	35	74.5	35	24	68.6
ST. MARY'S	30	1	3.3	27	0	---
UNIVERSITY OF MARYLAND						
UMAB	1891	210	11.1	783	83	10.6
UMBC	109	14	12.8	115	21	18.3
UMCP	675	63	9.3	718	76	10.6
UMES	45	27	60.0	42	27	64.3
UMUC	66	4	6.1	80	4	5.0
UMCE	12	0	---	15	0	---
UMEX	2	0	---	27	5	18.5
Total Univ. of Md.	2800	318	11.4	1780	216	12.1
Hist. Black Inst.	130	84	64.6	125	82	65.6
All Other Inst.	3212	343	10.7	2275	253	11.1
Total Statewide	3342	427	12.8	2400	335	14.0

TABLE 16

RACIAL COMPOSITION OF FULL-TIME EMPLOYEES
OF STATE AGENCIES AND BOARDS
ASSOCIATED WITH HIGHER EDUCATION

FALL 1984

	Exec/Admin/Manager.			Professional		
	Total	Black	% Black	Total	Black	% Black
Board for Higher Educ.	5	1	20.0	23	3	13.0
Higher Educ. Loan Corp.	1	0	---	3	0	---
Scholarship Board	1	0	---	4	0	---
BTSUC	4	0	---	33	2	6.1
Board Community College	1	0	---	6	1	16.7
UM - Cent. Admin.	36	2	5.6	53	2	3.8
Total	48	3	6.3	122	8	6.6

PART II - PROGRESS IN ATTAINMENT OF GOALS

Maryland's desegregation plan, A Plan to Assure Equal Postsecondary Educational Opportunity: 1980-85, was developed by the Desegregation Task Force and adopted by the State Board for Higher Education in December, 1980. The list of Task Force Members is included in Appendix B.

The format for reporting on the attainment of the goals set forth in the Plan presents the goal, present status and assessment, followed by any recommended corrective action. The nine major areas around which the Task Force organized its deliberations form the framework for the specific goals and accompanying tables. The areas:

Undergraduate Accessibility

Graduate/First Professional Accessibility

Enrollment in Fields Where Blacks are Under-Represented

Undergraduate Retention

Student Financial Aid

Administrators/Faculty/Professional Employees

Enhancement of Historically Black Institutions

Governing Boards

Evaluation and Implementation

Tables 17 through 26 are included in this section.

UNDERGRADUATE ACCESSIBILITY

By contrast with the 1974 plan, which emphasized goals for full-time enrollment for all undergraduate students, the 1980 Plan sets goals for black students entering the public higher education system (new freshmen students and transfer students), and it also sets goals for improving black student retention.

GOAL 1: Parity in the proportion of black and white high school graduates enrolling in public higher education institutions in the State shall continue.

STATUS & ASSESSMENT: Table 17 shows the estimated college going rates for the 1984 high school graduates.

The college entering rate continued to be higher for black high school graduates than for their white counterparts. This trend has been true for some years.

TABLE 17

ESTIMATED PROPORTION OF SPRING 1984 HIGH SCHOOL GRADUATES ENROLLING IN THE STATE PUBLIC HIGHER EDUCATION INSTITUTIONS

	Black	White
Fall 1984 First-Time, Full-Time Maryland Resident Freshmen	3878	12191
Spring 1984 High School Graduates	12502	40731
College Entering Rate	31.0%	29.9%
1982 College Entering Rate[1]	32.4%	30.3%

[1] 1983 data is not available.

RECOMMENDED CORRECTIVE ACTION: None.

GOAL 2: There shall be parity in the proportion of black and white students transferring from community colleges to four-year institutions who have completed the A.A. degree in a transfer program or who have earned 56 credit hours.

STATUS & ASSESSMENT: Table 18 shows the rate at which A.A. recipients transferred to the state public four-year institutions in the fall of 1984. Data are shown for graduates of both vocational/technical programs as well as of transfer programs. Table 19 presents data on the type of institutions to which the A.A. degree recipients transferred.

In 1984, the transfer rate of black A.A. recipients from all community college programs was essentially the same as for whites; blacks showed a rate of 24.7% and whites 25.2%. The transfer rate of whites from transfer programs was slightly higher than that of blacks (40.4% to 31.7%); but there were more blacks who transferred from vocational technical programs.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 3: The proportion of the first-time full-time freshmen enrolled in each community college who are black shall be (or continue to be) at least equal to the proportion of black community college service area public high school graduates.

STATUS & ASSESSMENT: Table 20 shows how effective community colleges are in enrolling black high school graduates from the service area in which the college is located. The table indicates the proportion of black students from the spring graduating high school class in the community college service area.

RECOMMENDED CORRECTIVE ACTION: None

TABLE 18

TRANSFER RATES TO FOUR-YEAR INSTITUTIONS
OF A.A. RECIPIENTS FROM COMMUNITY COLLEGES

		Black	White	Total
A.A. in Voc. Tech. Programs in FY 84	#	717	2936	4049
Transfer to 4-Yr. Public Inst. By Fall 84	#	149	415	651
	%	20.8	14.1	16.1
A.A. in Transfer Programs in FY 84	#	401	2134	2742
Transfer to 4-Yr. Public Inst. By Fall 84	#	127	863	1070
	%	31.7	40.4	39.0
All A.A. Recipients in FY 84	#	1118	5070	6791
Transfer to 4-Yr. Public Inst. By Fall 84	#	276	1278	1721
	%	24.7	25.2	25.3

TABLE 19

TYPE OF INSTITUTION COMMUNITY COLLEGE
A.A. DEGREE RECIPIENTS TRANSFERRED TO

		Black	White	Total
A.A. Recipients Who Tranferred to 4-Yr. Inst.	#	276	1278	1721
	%	100	100	100
To Historically Black Institutions	#	96	25	124
	%	34.8	2.0	7.2
To Historically White Institutions	#	180	1253	1597
	%	65.2	98.0	92.8

TABLE 20

FIRST-TIME, FULL-TIME FRESHMEN IN COMMUNITY COLLEGES

FALL 1983-84

Institution	1983 Total	1983 Black	1983 % Black	1984 Total	1984 Black	1984 %Black	Spring 1984 H.S. Grads. %Black
Allegany	428	9	2.1	425	10	2.4	1.5
Anne Arundel	799	62	7.8	836	59	7.1	12.4
Cecil	117	5	4.3	125	11	8.8	6.4
Charles	275	37	13.5	201	14	7.0	25.5
Chesapeake	170	27	15.9	152	31	20.4	28.8
Comm. Coll. Balt.	1163	1000	86.0	997	831	83.4	77.1
Frederick	298	14	4.7	338	15	4.4	6.5
Garrett	116	8	6.9	99	6	6.1	0.0
Hagerstown Jr.	387	25	6.5	349	24	6.9	2.9
Harford	402	48	11.9	377	37	9.8	9.4
Howard	213	26	12.2	206	26	12.6	12.9
Prince George's	1457	500	34.3	1384	548	39.6	45.9
Wor-Wic Tech	118	36	30.5	115	36	31.3	33.7
Comm. Coll. of Balt. Co.							
Catonsville	869	199	22.9	818	178	21.8	9.5
Dundalk	225	28	12.4	144	18	12.5	
Essex	999	117	11.7	922	79	8.6	
All Baltimore County	2093	344	16.4	1884	275	14.6	11.0
Montgomery College							
Germantown	219	2	0.9	226	11	4.9	
Rockville	1632	56	3.4	1508	90	6.0	
Takoma Park	423	126	29.8	387	116	30.0	
All Montgomery College	2274	184	8.1	2121	217	10.2	10.5

* Percent black of the public high school graduates in service area. The service area of the community colleges is the county in which they are located except:

Catonsville Community College: Baltimore and Carroll Counties

Charles County Community College: Charles, Calvert and St. Mary's Counties

Chesapeake College: Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties

Wor-Wic Tech Community College: Wicomico, Worcester and Somerset Counties.

GOAL 4: The racial composition of the part-time enrollment in each community college shall reflect (or continue to reflect) the racial composition of the community college service area.

STATUS & ASSESSMENT: Table 21 shows the part-time enrollments in community colleges for fall 1984.

Hagerstown, Community College of Baltimore, Prince George's and the campuses, collectively, of Montgomery County and Baltimore County were the institutions in which the part-time enrollment exceeded the black population of their respective service areas. The black enrollment in the other community colleges was lower than the percentage of blacks in the service areas population.

RECOMMENDED CORRECTIVE ACTION: The community colleges must implement strategies and develop new programs to attract additional part-time black students from their service area.

GOAL 5: By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 22.

STATUS & ASSESSMENT: Table 22 shows trends in first-time, full-time freshmen enrollment in the public four-year institutions.

In the fall, 1984, only Frostburg met the enrollment goals set forth in the 1980 Plan. This was a decrease since several of the colleges had met the goal in 1982. Towson with 11.1%, UMBC with 12.5%, and UMCP with 9.6% were close to their goals.

Among the historically black institutions, only Coppin State College met its goal. Two of the colleges showed a reduction in the black enrollment even though they did not meet the stated goal (Bowie and UMES). Morgan's proportion was 1% higher than in 1980 (96.4% black enrollment) and still is far from the state goal of 88%.

TABLE 21

PART-TIME ENROLLMENT IN COMMUNITY COLLEGES

FALL 1984

Institution	Total	Black	% Black	Service Area Population* % Black
Allegany	787	6	0.8	1.6
Anne Arundel	6718	448	6.7	11.6
Cecil	1167	26	2.2	5.3
Charles	3759	402	10.7	19.1
Chesapeake	1580	110	7.0	21.6
Comm. Coll. of Balt.	4461	3281	73.5	54.8
Frederick	2343	86	3.7	5.5
Garrett	344	0	---	0.2
Hagerstown Jr.	1624	81	5.0	4.2
Harford	3263	213	6.5	8.3
Howard	2697	320	11.9	11.7
Prince George's	10247	4038	39.4	37.3
Wor-Wic Tech	670	144	21.5	25.1
Comm. Coll. of Balt. Co.				
Catonsville	8782	1140	13.0	3.5
Dundalk	2720	195	7.2	
Essex	7238	297	4.1	
All Balt. Co.	18740	1632	8.7	8.2
Montgomery College				
Germantown	2039	67	3.3	
Rockville	8626	514	6.0	
Takoma Park	3493	807	23.1	
All Montgomery C.C.	14158	1388	9.8	8.8

* 1980 U.S. Census Data published by the Maryland Department of State Planning, January 1982 ("1980 Census Profile: Population and Housing Characteristics for Maryland Counties").

For definition of service area see footnote to Table 20.

TABLE 22

FIRST-TIME, FULL-TIME FRESHMAN
ENROLLMENT IN PUBLIC FOUR-YEAR INSTITUTIONS

Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1984 Total	1984 Black	1984 % Black	1985 Goals % Black
STATE COLLEGES & UNIV.										
Bowie	344	319	92.7	293	265	90.4	260	213	81.9	71
Coppin	477	460	96.4	359	344	95.8	373	331	88.7	95
Frostburg	737	71	9.6	750	80	10.7	601	58	9.7	8
Salisbury	712	60	8.4	622	60	9.7	811	48	5.9	8-10
Towson	2078	255	12.3	2033	293	14.4	1739	193	11.1	13-16
All State Coll. & Univ.	4348	1165	26.8	4057	1042	25.7	3784	843	22.3	26-28
MORGAN	864	834	96.5	805	766	95.2	769	741	96.4	88
ST. MARY'S	350	14	4.0	306	12	3.9	276	8	2.9	8
UNIVERSITY OF MARYLAND										
UMBC	1387	217	15.6	1390	218	15.7	1275	159	12.5	13-16
UMCP	5163	420	8.1	4596	411	8.9	4751	456	9.6	10-12
UMES	352	297	84.4	229	186	81.2	276	219	79.3	75
All Univ. of Md.	6902	934	13.5	6215	815	13.1	6302	834	13.2	15-18
Hist. Black Inst.	2037	1910	93.8	1686	1561	92.6	1678	1504	89.6	86
All Other 4-Yr. Inst.	10427	1037	10.0	9697	1074	11.1	9453	922	9.8	11-13
Four-Year Inst. Total	12464	2947	23.6	11383	2635	23.2	11131	2426	21.8	24-26

The percentage of blacks among entering freshmen in the public four-year institutions in fall of 1984 was 21.8%, lower than in 1979 or 1980. This percentage is still short of the percentage range of 24-26% mandated by the Plan for achievement by 1985. When segmental progress is considered, the State College and University segment has not achieved the 1985 projection though close (22% compared to the goal range of 26-28%). The University of Maryland segment continues to be short of the goal (13.2% compared to the goal range of 15-18%).

RECOMMENDED CORRECTIVE ACTION: Where appropriate, segments and institutions must increase their efforts to reach the 1985 goals.

GOAL 6: By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the following goals: University of Baltimore 16-17%; University of Maryland at Baltimore 12%.

STATUS & ASSESSMENT: Table 1 (Full-Time Undergraduate Enrollment) shows the proportion of full-time black undergraduates at the University of Baltimore and the University of Maryland at Baltimore for years 1979, 1980 and 1984.

As of the fall, 1984, at the University of Baltimore this proportion stood at 19.5% down from 22.3% in 1979. While the University of Baltimore has surpassed the goal of 12%, there has been a decline each year since 1979.

As of the fall, 1984, at the University of Maryland at Baltimore this proportion stood at 8.5% showing a slight increase from 7.3% in 1979. Given the rate of growth, UMAB is not likely to meet the goal of 12% in 1985.

RECOMMENDED CORRECTIVE ACTION: The University of Baltimore must maintain past efforts in order to reverse the decline in the proportion of black students; the University of Maryland at Baltimore must increase its efforts to achieve its 1985 undergraduate enrollment goal.

GRADUATE AND FIRST PROFESSIONAL ACCESSIBILITY

GOAL 7: By 1985 the proportion of black State residents who graduate from public undergraduate four-year institutions in the State and enter public institutions for graduate study or professional training in the State shall be (or continue to be) equal to the proportion of white State residents who graduate from such undergraduate institutions and enter such institutions for graduate study or professional training.

STATUS & ASSESSMENT: In FY 84 the State public four-year institutions awarded 1,684 black students bachelors degrees, 104 of these students were enrolled in fall 1984 in the State's public institutions as graduate/first-professional students (6.2%).

In FY 84 the State public four-year institutions awarded 9,735 white students bachelors degrees; 559 of these students were enrolled in fall 1984 in the State's public institutions as graduate/first-professional students (5.7%). This goal is being met.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 8: By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 23.

STATUS & ASSESSMENT: Table 23 shows the percentage of black first-time graduate students enrolled in the public four-year institutions in fall 1984. The 1985 segmental goals are included as well. The percentage of black first-time graduate students has declined since 1979. In fall 1979, this percentage stood at 13.7%; in fall 1984, it was 9.5%. The institutions which comprise the Board of Trustees of the State Universities and Colleges met their collective segmental goal, although the percentage of black first-time graduate students has declined. The percentage of black first-time graduate students attending institutions in the University of Maryland segment has also declined, consequently this segment is unlikely to achieve its 1985 goal.

TABLE 23

FIRST-TIME GRADUATE ENROLLMENT*

	1979[1]			1984			1985 Goals
	Total	Black	% Black	Total	Black	% Black	% Black
Bowie	143	43	30.1	144	56	38.9	
Coppin	24	20	83.3	10	7	70.0	
Frostburg	33	3	9.1	51	2	3.9	
Salisbury	101	21	20.8	22	1	4.5	
Towson	63	8	12.7	70	8	11.4	
University of Baltimore	283	62	21.9	228	33	14.5	
Total BTSUC	647	157	24.3	525	107	20.4	20-24
MORGAN	69	36	52.2	125	46	36.8	50
UMAB	495	41	8.3	268	15	5.6	
UMBC	113	10	8.8	62	3	4.8	
UMCP	1253	92	7.3	1814	89	4.9	
UMES	48	23	47.9	7	6	85.7	
Total Univ. of Md.	1909	166	8.7	2151	113	5.3	10-12
All Institutions	2625	359	13.7	2801	266	9.5	15-18

[1] Data for UMAB and UMES are for graduate students who have completed less than one year of study.

RECOMMENDED CORRECTIVE ACTION: All the segments must increase efforts to reverse the trend of declining black graduate student enrollments especially at the doctoral level and especially in the sciences and technical fields.

Given its array of graduate programs and the size of its enrollment, the University of Maryland must increase its black graduate enrollment.

The Board of Trustees must maintain past efforts in order to maintain the achievement of its goal.

GOAL 9: By 1985 the proportion of blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 24.

STATUS & ASSESSMENT: In lieu of data on the entering class (which are not collected by SBHE), Table 24 displays data on the enrollment in the professional schools classified as "less than one year."

The UMAB School of Dentistry exceeded the 1985 goal - 14.2% compared to the goal of 10-12% and showed a marked increase over the 1979 enrollment of 4.9% black students.

The UMAB School of Medicine showed a slight increase over 1979 (8.7% compared to 7.2%) but was still below the goal of 10-12%.

The UMAB School of Law, on the other hand, exceeded the goal of 10-15% with an enrollment of 22.4%, a marked increase over the 1979 percentage (13.0%).

The University of Baltimore Law School showed a slight increase to 7.3% but is still below the goal of 10%. The 1984 year did show an increase for the first time in some years.

RECOMMENDED CORRECTIVE ACTION: The University of Baltimore Law School must continue its efforts to maintain the increase shown in 1984 and work toward achieving the goal.

The UMAB School of Medicine must increase its efforts to meet the goal.

TABLE 24

FIRST-YEAR ENROLLMENT IN FIRST-PROFESSIONAL PROGRAMS
FULL- AND PART-TIME*

	1979			1980			1984			1985 Goals
	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black	% Black
Dentistry	142	7	4.9	138	6	4.4	106	15	14.2	10-12
Medicine	181	13	7.2	178	9	5.1	138	12	8.7	10-12
Law										
Univ. of Balt.	336	12	3.6	316	9	2.9	259	19	7.3	10
UMAB	254	33	13.0	253	32	12.7	246	55	22.4	10-15
Total	590	45	7.6	569	41	7.2	505	74	14.7	
All First-Professional	913	65	7.1	885	56	6.3	749	101	13.5	No Goal

* Data are students who completed less than one full year with the exception of University of Baltimore data which are first-time students.

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ENROLLMENT IN FIELDS WHERE BLACKS ARE UNDERREPRESENTED

Some fields such as education and social sciences have traditionally drawn heavy concentrations of black students. Some other fields such as computer science and engineering have not drawn heavy black enrollment. The 1980 Plan identified the small number of blacks in technical/scientific fields as a problem in achieving equal postsecondary educational opportunity and, therefore, set a goal for recruitment efforts of blacks in these areas as well as a goal for the retention of blacks in these areas of study.

GOAL 10: Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.

STATUS & ASSESSMENT: Table 7 through 9 show bachelors, masters and doctorate degrees awarded by race by program for 1979-80 and 1983-84.

At the bachelors level, there has been little progress since 1980 in the technical and scientific fields of architecture, biological sciences, computer sciences, engineering, and physical sciences. In architecture, there were no black graduates in 1984. The number in computer science and engineering were slightly higher or the same while the total number of degree recipients in these fields increased markedly. In physical science both the total number and the number of blacks has decreased since 1979-80.

At the masters level, the picture was more disturbing in that there were no black recipients of masters degrees in any of these fields except architecture and biological sciences. Also, at the doctoral level, there were no black recipients in these fields.

RECOMMENDED CORRECTIVE ACTION: Each of the institutions offering programs in these areas must increase their efforts to enroll and graduate more black students in these fields.

GOAL 11: The University of Maryland shall present specific plans and goals for increasing retention in the fields of architecture, computer and information sciences and engineering to a level such that total black enrollment in these fields is consistent with the 1979 full-time, first-time black enrollment, which equaled 9.2%, in these fields.

STATUS & ASSESSMENT: Table 25 displays data for 1979, 1980 and 1984 on the University of Maryland enrollments in the fields of architecture, computer and information sciences and engineering.

From 1979-84, the University of Maryland's black undergraduate enrollment in the fields listed in Goal 11 (Pre-Architecture and Architecture; Computer Science; Pre-Engineering and Engineering) has increased from 6.0% to 8.6%. At the College Park campus, the proportion has increased from 5.8% to 7.4%.

RECOMMENDED CORRECTIVE ACTION: The University of Maryland must continue its efforts in order to achieve the ultimate goal of 9.2%.

UNDERGRADUATE RETENTION

GOAL 12: By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.

GOAL 13: Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.

STATUS AND ASSESSMENT: Data on retention of undergraduate students are being analyzed. A report will be made available in early 1986.

TABLE 25

UNIVERSITY OF MARYLAND UNDERGRADUATE ENROLLMENTS IN ARCHITECTURE, COMPUTER AND INFORMATION SCIENCES, AND ENGINEERING

Program	Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1984 Total	1984 Black	1984 % Black
Pre-Architecture	UMCP	---	---	---				336	24	7.1
Architecture*	UMCP	298	11	3.7	261	14	5.4	123	8	6.5
Computer Science	UMCP	1063	90	8.5	1309	111	8.5	1708	156	9.1
	UMBC	---	---	---	2	0	---	965	77	8.0
	UMES	---	---	---	18	13	72.2	107	72	67.3
Pre-Engineering	UMBC							82	8	9.8
	UMCP							1277	151	11.8
	UMES							43	21	48.8
Engineering	UMBC							30	2	6.7
	UMCP	3721	192	5.2	4186	241	5.8	3384	166	4.9
	UMES	27	12	44.4	25	10	40.0	38	12	31.6
Total UMCP		5082	293	5.8	5756	366	6.4	6828	505	7.4
Total Univ. of Md.		5109	305	6.0	5801	389	6.7	8093	697	8.6

* Includes Masters of Architecture Students.

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FINANCIAL AID

The Maryland State Board for Higher Education continues to monitor the status of financial aid through maintenance of a financial aid data base. Information in the data base includes the amount of aid received by students at Maryland institutions, the type of aid, and the sex and race of the students receiving aid. Analyses of data enable comparisons of the amount of aid per student at the traditionally black institutions to the amount of aid per student at the traditionally white institutions and comparisons of the aid received by white and black students.

GOAL 14: The SBHE shall conduct a study (A) to ascertain the extent to which Black students are denied access to undergraduate, graduate and first-professional education because adequate financial aid is not available and (B) to estimate the amount of financial aid funding necessary for implementation of this report and its recommendations.

STATUS AND ASSESSMENT: The State Board for Higher Education continues to support increased levels of financial aid for Maryland students. In the FY 1986 budget request, the State Board recommended $2.6 million in supplemental funds for the State Scholarship Board to implement the recommendations of the Financial Aid Task Force. The Task Force was composed of members of the House of Delegates, a representative from the Governor's Office and the Department of Budget and Fiscal Planning, representatives from all segments of higher education, financial aid officers, the directors of the State Scholarship Board and the Higher Education Loan Corporation, and a student representative. For FY 1987 the State Board recommended additional supplemental funds totaling $6,105,000 for student financial aid. Funding of the supplemental would allow for implementation of many additional recommendations of the Financial Aid Task Force.

ADMINISTRATORS/FACULTY/PROFESSIONAL EMPLOYEES

Goals 15 to 21 address desired goals in the employment of black administrators, faculty and professionals in the State's public higher education institutions. The status and assessment of goals 15 to 21 are included in Tables 13 to 16 of Part I. Additional information on the status and assessment of these goals is contained in Part III. Because of its priority, Goal 20 is summarized separately.

GOAL 15: The proportion of black faculty and administrators at each institution and on the staffs of each governing board, or any other public higher education entity, in positions not requiring the doctoral degree, shall be at least equal to the proportion of black students graduating with master's degrees in the appropriate discipline from public institutions within the State or the proportion of black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.

GOAL 16: The proportion of black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

GOAL 17: The proportion of black non-academic personnel (by job category) at each institution and on the staff of each institution and on the staff of each governing board or any other public higher education entity, shall at least equal the proportion of black persons with the credentials required for such positions in the relevant labor market area.

GOAL 18: Hereafter and until Goals 15-17 are met for the traditionally white institutions as a whole, the proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

AFFIRMATIVE ACTION

Each institution was asked to supply additional information on promotion and tenure policies, procedures, and action as they relate to the Affirmative Action Plans.

GOAL 19: Each institution, the State Board for Higher Education, University of Maryland Central Administration, Board of Trustees of the State Universities and Colleges, and State Board for Community Colleges shall incorporate in their annual affirmative action plan updates and analysis of the relevant labor market (by HEGIS category for faculty) and shall specify appropriate goals for minority hiring. The revised affirmative action plans shall be submitted for evaluation to the State Board for Higher Education.

STATUS AND ASSESSMENT: Each institution has submitted affirmative action plans to the SBHE.

GOAL 20: Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect.

STATUS & ASSESSMENT:

BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES

Bowie State College:

Procedures involve recommendations by the Rank and Tenure Committee (12-members with 10 black) which are forwarded to the Vice President for Academic Affairs and then to the President who makes the final decision.

Promotions:	1984	total of 4, 3 were black
	1985	total of 2, 1 was black
Tenure:	1984	total of 4, 3 were black
	1985	total of 2, 1 was black

Coppin State College:

Initial recommendations made by divisional personnel committees, whose membership is elected by faculty within each division; recommendations forwarded up the administrative line with the final decision by the President.

Promotions:	1984	two both black
	1985	five with four black
Tenure:	1983-84	total of 3, 2 were black
	1984-85	none

Frostburg State College

Of the six minority staff members, three have received promotions. Of the eleven minority faculty members, seven have been tenured and four have been promoted.

Salisbury State College

Of the four minority faculty all are tenured; one has been promoted to full professor, and two have served or are serving as department chairmen. Of the four minority administrative/professional staff, one was hired at a senior level and the other three have been promoted.

Salisbury State College's attempts to hire black faculty have been thwarted by the fact that the majority of faculty hiring has been in the areas of Business Administration, Computer Science, and the Physical Sciences.

Towson State University

The procedures are published in the Faculty Handbook. They are complex with multiple levels of consideration and appeals; they are followed uniformly throughout the university in the evaluation of faculty, regardless of race, sex, national origin, age, religion, or condition of handicap of the faculty members under consideration. This ensures that faculty are evaluated on the merits of their contributions as teachers, as scholars, and as members of the university community.

There are 14 black faculty members (3.1%) and 32 total minority (7%). Of these, 64.3% of the black faculty are tenured compared to 68% of total faculty. In fall of 1984, 1 of 11 faculty receiving tenure was black; in fall 1985, 2 of 12 receiving tenure are minority. None of the faculty promoted in 1985 was minority.

University of Baltimore

The University has strived over the last five years to achieve an employment composition that equates with availability figures in various categories. In 1984, 20.2% of the applicants identified themselves as minority. The attempt to attract minority faculty has continued without reward. The supply of available Blacks with terminal degrees in key areas has not increased. A qualified black professor with a terminal degree in business, law, or liberal arts is going to be attracted to larger, more prestigious institutions whose salaries are more competitive. With continued increase in applications, future faculty members should include black faculty eligible for tenure and promotion consideration.

MORGAN STATE UNIVERSITY

A new Appointment, Promotion and Tenure Policy will become effective beginning in the 1985-86 academic year. This policy is a reaffirmation of the University's commitment to academic freedom, affirmative action, and institutional accountability. This new policy will aid in the transition of MSU from an undergraduate liberal arts college to a doctoral-granting urban, research university. This policy will continue to adhere to existing affirmative action policies and will have no impact upon any particular racial group, negatively or positively.

Of the present faculty, a total of 174 are tenured; of these 74% are black. There have been no tenure appointments since 1979.

ST. MARY'S COLLEGE OF MARYLAND

St. Mary's College awards the renewal of contract and promotions without regard to age, race, color, national or ethnic origin, gender or handicap. St. Mary's does not offer tenure.

The three basic criteria applied to faculty evaluation are teaching ability, professional achievement, and service to the college. The retention rate from 1980 through 1985 of women and black faculty is 100% and is 85% for other-race faculty. The promotion rate for women faculty is 75% and for other-race faculty is 66%. The overall retention rate for faculty is 95% and the promotion rate is 74%.

UNIVERSITY OF MARYLAND AT BALTIMORE (Professional Schools)

School of Dentistry

The faculty and staff of the Dental School feels that all individuals should be treated equitable, therefore, any impact if at all, has been positive. No data on tenure or promotions were submitted.

School of Law

In 1984-85, no law faculty were promoted or received tenure.

School of Medicine

In the 1984-85 academic year, no black faculty were granted promotions or tenure; a total of 4 from other ethnic groups in the Clinical Sciences area were granted promotions and tenure.

School of Nursing

A Standing Committee of the School, the Appointment, Promotion and Tenure Committee, has major responsibility for decisions regarding tenure and promotion. This is an elected committee. A well developed procedure is used and is available to all faculty. There are criteria consistent with those of the University which specify performance expected at the different academic ranks in the areas of teaching, clinical work, scholarly activity, and service. In the 1984 year, no black faculty applied for promotion/tenure.

School of Pharmacy

No faculty members were promoted or given tenure during 1984-85.

School of Social Work and Community Planning

There were no promotions and/or tenure in the past year.

UNIVERSITY OF MARYLAND

College Park

The Equal Opportunity Plan for UMCP employees is contained in the campus Affirmative Action Plan. The most recent update was submitted on January 15, 1985. Revised affirmative action goals, based on analyses of the most recent employee work force data, will continue to be developed each year. No data on tenure or promotion.

Eastern Shore

In the period 1980-85, there were 21 promotion and/or tenure decisions at UMES affecting 19 individuals. Of these, six were black and four were other minority. Because of the six year period involved in the majority of promotion and tenure decisions, it is probably not possible yet to say how affirmative action principles impact on these decisions. The racial make-up over the years of the faculty has been very integrated and rather stable. Fall 1979: 45.4% black, 38.6% white and 16% other; Fall 1985: 45.7% black, 44.7% white and 9.6% other. "Other" includes persons born in Africa, the Middle East and Asia.

Baltimore County

During the fall 1984 semester, UMBC employed a total of 335 full-time faculty; of this total, eighteen (18) were black and ten (10) have tenure. Over the previous five years (1979-83), a total of forty-eight (48) faculty have been granted tenure. Of that number, two were black, the most recent being awarded during 1983-84.

The Chancellor's Advisory Committee on Affirmative Action will discuss this issue during deliberations next academic year. Any recommendations as a result will be forwarded to the Chancellor for consideration.

Tenured black faculty members are in the following departments: African American Studies (5); Dance, Education, English, Social Work and Theater - one (1) each.

GOAL 21: Search committees established to nominate, review, recommend and/or appoint applicants to the position of chief executive officer of a system, institution, campus or board associated with higher education shall include Black representation.

STATUS AND ASSESSMENT: No information has been supplied for this goal.

ENHANCEMENT OF HISTORICALLY BLACK INSTITUTIONS

GOAL 22: The State Board for Higher Education, with the cooperation of the Task Force and the institutional and segmental governing boards shall undertake a comprehensive study of the State's four historically black institutions to determine within the areas of general administration, program, faculty, support services, student aid, facilities, and general financial support the special needs that must be met in order to enhance these institutions. Further, this study shall be conducted in the areas cited above based on evaluation criteria developed by representatives from the public postsecondary institutions. The study shall be completed by April , 1981.

STATUS & ASSESSMENT: As directed by the 1980 Plan, the State Board for Higher Education undertook a study of the four historically black institutions. The study began in January, 1981, and was completed in August, 1981.

The overall purpose of the Enhancement Study was to determine what financial resources need to be allocated to the historically black institutions in order to permit them to function as full-fledged participants in a unitary system of higher education.

Using the findings of the Enhancement Study consultants, the SBHE staff and institutional representatives developed fiscal recommendations for the historically black institutions over a five year period.

In FY 1983 the SBHE recommended $6.1 million and $972,750 was allocated. In FY 1984, the SBHE recommended $3,299,284, but no funds were allocated. In FY 1985 the SBHE recommended $2,327,550 and $2,327,550 was allocated.

Over a five year period, FY 85-89, the SBHE plans to recommend to the Governor a capital budget ranging between $62.4 and $67.4 million for the historically black institutions and a total operating budget of $11.7 million for these institutions.

GOVERNING BOARDS

GOAL 23: The Governor should continue at least the present rate of appointment of black persons to Statewide and segmental boards with a membership reflecting the State's racial distribution and to local boards with a membership reflecting the racial distribution of the service area; and should increase the appointment of black persons to those local boards with a membership which does not reflect the racial distribution of the service area.

STATUS & ASSESSMENT: Table 26 shows the racial composition as of the fall 1984 of the boards associated with Maryland public higher education.

Of the statewide and segmental boards, the racial composition of the Higher Education Loan Corporation, the Board of Trustees of the State Universities and Colleges, and the Board of St. Mary's College of Maryland did not reflect the 1980 black percentage of Maryland's population which stood at 22.7%.

Among the local boards, the trustees of Charles, Chesapeake, Community College of Baltimore, Hagerstown, Prince George's and Wor-Wic Tech were not reflective of the percentage of black population in their respective service areas.

RECOMMENDED CORRECTIVE ACTION: The segments and the institutions must be aggressive in their support of appointments which will ensure that board memberships are representative of the racial composition of the service areas involved.

TABLE 26

RACIAL COMPOSITION OF BOARDS
ASSOCIATED WITH HIGHER EDUCATION

FALL 1984

	Total N	Black N	Black %	Service Area Population % Black
Statewide Boards				
SBHE	12	3	25.0	
Higher Educ. Loan Corp.	11	2	18.2	
St. Scholarship Board	10	1	10.0	
Segmental Boards				
Board of Regents - UM	15	2	13.3	
BTSUC	15	3	20.0	
Board of Regents - Morgan	13	9	69.2	
Bd. Trustess - St. Mary's	12	1	8.3	
St. Bd. for Comm. College	7	2	28.6	
Local Boards				
Allegany	7	0	---	1.6
Anne Arundel	8	2	25.0	11.6
Balt. Co. Comm. College	9	1	11.1	8.2
Cecil	7	1	14.3	5.3
Charles	7	1	14.3	19.1
Chesapeake	10	1	10.0	21.6
Comm. Coll. of Balt.	7	3	42.9	54.8
Frederick	7	1	14.3	5.5
Garrett	6*	0	---	0.2
Hagerstown	7	0	---	4.2
Harford	7	1	14.3	8.3
Howard	7	2	28.6	11.7
Montgomery	8	1	12.5	8.8
Prince George's	8	2	25.0	37.3
Wor-Wic Tech	7	1	14.3	25.1

* Indicates vacancy in 1984.

NOTE: Service area population from U.S. Census.

EVALUATION AND IMPLEMENTATION OF THE PLAN

GOAL 24: The SBHE shall continue to have and exercise the central responsibility for coordinating and monitoring the effective implementation of the Task Force recommendations.

GOAL 25: The SBHE shall continue to collect the data necessary to monitor and evaluate progress towards the goals recommended by the Task Force.

GOAL 26: The SBHE shall continue to recommend corrective actions that are related to the implementation of this report.

GOAL 27: The SBHE shall continue to participate in the resolution of conflicts that pertain to equal opportunity.

GOAL 28: The SBHE shall continue to conduct longitudinal studies of issues related to black participation in higher education.

GOAL 29: The SBHE shall continue to serve as a repository of campus and segment affirmative action plans.

GOAL 30: The SBHE shall continue to evaluate the impact on equal postsecondary educational opportunity of new academic program and facility proposals.

GOAL 31: The SBHE shall prepare and publish an annual equal postsecondary educational opportunity status report. This report shall include a statistical summary on enrollments, degrees granted, employment and governing boards; an evaluation of progress towards the goals recommended by the Task Force; institutional reports in a format provided by the SBHE; and recommendations for corrective action.

GOAL 32: The SBHE shall include an evaluation of efforts to insure equal postsecondary educational opportunity and the results of these efforts in the SBHE institutional evaluation process.

GOAL 33: The SBHE shall include equal postsecondary educational opportunity concerns in the special inter-institutional reviews of existing programs.

STATUS & ASSESSMENT: The State Board for Higher Education has the responsibility for coordinating and monitoring the 1980 Plan.

These goals specify particular areas of this responsibility.

These goals are being implemented through the ongoing activities of the Board and its staff in the areas of research, data-gathering, and program evaluation.

The Board and its staff will continue its monitoring using the new Plan approved in June, 1985 as the basis for evaluation and implementation in the next five years.

PART III - SUMMARIES OF INSTITUTIONAL REPORTS

In addition to numerical goals, the 1980 Plan contains programmatic recommendations which are designed to help institutions achieve the goals. Each institution developed specific activities in connection with the programmatic recommendations and reports annually on their progress. The institutional report is elicited via the form enclosed in Appendix A.

This section of the Status Report contains material selected from the annual institutional reports. The complete reports are on file in the Division of Institutional Approval and Evaluation/Equal Educational Opportunity, State Board for Higher Education.

BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES

Bowie State College
Coppin State College
Frostburg State College
Salisbury State College
Towson State University
University of Baltimore

MORGAN STATE UNIVERSITY

ST. MARY'S COLLEGE OF MARYLAND

UNIVERSITY OF MARYLAND

University of Maryland at Baltimore
University of Maryland - Baltimore County
University of Maryland - College Park
University of Maryland - Eastern Shore

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UNIVERSITY OF MARYLAND

University of Maryland at Baltimore
University of Maryland - Baltimore County
University of Maryland - College Park
University of Maryland - Eastern Shore

BOWIE STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the following goal: 29% non-black.	Fall '84 non-black 18.1% Continued recruitment statewide; expanded contacts with high school counselors; campus tours; used other-race grants. Responsibility of Integration Coordinator; Recruitment Team; 3 Admission Counselors. Total budget for Admissions Office $53,540 - these activities included.	Increase advertisement especially with high schools, community colleges; attend college fairs; new brochures; Hispanic Initiative Plan; Recruitment Plan of the Admissions Office to be developed.
2. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (20-24% for all BTSUC institutions).	Fall 1984 61.1% non-black - goal exceeded. Responsibility: Dean of Graduate School and Continuing Education. Costs: $23,000	Continue recruitment efforts; continue relations with other agencies; new marketing approaches; off-campus centers; distribution of materials.

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BOWIE STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Blacks majoring in science areas exceeds total percentage enrolled: (53% of total) Biology 74% of majors are black; Computer Science 67%; Math 74%; English 44%.	Improve follow-up; develop scholarship brochures to attract more students; anticipate increase in these majors. Responsibility of Office of Admissions. Costs are part of Office of Admission budget.
4. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Retention is major problem as well as the number who graduate within four years: 1984 Graduates: 7.6% black and 3.6% white of those who started in 1980. Percent who completed six semesters who began in 1980. 30% Black; 37% non-black. College wide retention program established; activities to integrate non-black students in student life.	Majority of students are commuters; plans to develop activities for this group.

BOWIE STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
5. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	No specific information provided on retention rates of students admitted as exemptions.	
6. The proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	The percentage of blacks on the faculty is 63%; whites 33% and other 4% in 1984. Administrators are 76% black; 23% white. Activities include advertising positions when vacant in national publications; use of state register for other positions. Responsibility of President, Affirmative Action Officer, Personnel Office, and Vice Presidents. Existing budgets used for these activities.	Personnel Requisition procedure and forms being revised by Personnel Department; expanded use of media.

RECOMMENDATION:

Bowie State College must devise more effective strategies for retention of students both black and non-black and for completing their degrees.

COPPIN STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35 of the 1980 Plan (5% non-black).	The 1984 enrollment of 11% non-black exceeded the goal for Coppin. There is a college wide Recruitment Committee and one staff member of the Admissions staff with major focus on recruitment of other-race students. Scholarships are available on no-need basis.	Recruitment of Community College population will intensify. Responsiblity of Director of Admissions and Recruitment Committee; increased activity for non-traditional students. Cost cannot be ascertained separate from all costs of admission process.
2. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (20-24% for all BTUSC schools).	Total enrollment of first-time students other-race is 30. Recruitment Committee responsible along with Graduate Dean; major target group are teachers in local schools.	More extension courses; more distribution of literature.

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COPPIN STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate level.	The following are percentage of black students as majors in these departments: Biology 94% Math 89% Chemistry 89% Nursing 95% Enhancement funds of $500,000 were used to improve math and science facilities; computer hardware and software.	Emphasize these fields in recruitment efforts; new major of Computer Science should attract more students.
4. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Of the 22 non-black freshmen enrolled in fall, 1983, 16 returned in fall 1984. Retention efforts are continuing and are designed for entire student body: advisement, monitoring progress, counseling; tutorial services. Responsibility of Associate Dean who chairs Retention Task Force. No separate funds for this activity.	Activities will continue.

COPPIN STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
5. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	No special programs described for students admitted as exemptions.	
6. The proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	Non-black faculty account for 25.4% Administrators 7% and professional staff 20%. Positions are advertised in local and national publications. No specific funds allocated for recruitment of faculty. Responsibility of each Vice President. Affirmative Action Officer monitors.	1985-86 academic year, six faculty positions available and it is anticipated that several will be filled by non-black faculty. Only one administrative position advertised.

FROSTBURG STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35 of the 1980 Plan (8%).	1984 enrollment includes 9.7% black and showed a decrease especially in black students from Baltimore City. Special recruitment activities are the responsibility of the Minority Counselor and includes a variety of strategies.	Activities will continue under guidance of Minority Counselor; revised brochures planned; bus trips to campus; use of referral network; more public relations to make college known among minorities.
2. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at lest equal to the goals shown in Table 38 of the 1980 Plan (20-24% for all BTSUC schools).	Only two of the full-time graduate students are black (4%). Area served has low percentage of blacks (Allegany 1.6% and Garrett .2%). Most graduate students are part-time. Posters advertising programs sent to black colleges. Costs less than $500.	Activities will continue but do not anticipate much progress due to location and part-time nature of most graduate programs.

FROSTBURG STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	One student in dual degree engineering program and completing work at UM; four in pre-nursing. Advisement by Minority Counselor to encourage more students to go into these fields.	One-on-one advisement by Minority Counselor will continue.
4. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Of the 84 freshman who entered in Fall, 1984, 54 or 64.3% returned the next year. The retention rate is not as good as last year or previous years. Many did not return for the second semester. Many programs are available for students: PASS (tutoring and outreach) SSS (counseling) and those by the Office of Minority Affairs.	All previous activities will continue and be increased to decrease the attrition rate which has increased in the past few years. The increased proposed activities would cost $50,000.
5. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	No students were admitted as exemptions.	

FROSTBURG STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
6. The proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	Of the administrative staff of 60, 5 are black; of the faculty members of 189, 3 are black and one of the 12 professionals. After a job position is described, the Affirmative Action Coordinator assists in recruitment efforts. Minority Vita Bank was established. Responsibility is with the Vice President of Academic Affairs and Deans.	Plan will continue with involvement of Affirmative Action Coordinator; Minority Faculty Exchange with other other colleges will be established.

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RECOMMENDATION:

Intensify efforts to increase retention of black students especially during the first year.

SALISBURY STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35 of the 1980 Plan (8-10%).	Enrollment of black students has continued to decline - 5.9% in 1984. Admissions office works with Upward Bound programs; public and private schools; uses students as recruiters. Financial aid not sufficient to attract students. Cost estimated at $4,000.	Continue many activities: visit other schools; involve campus organizations; develop recruiting brochure; contact high school counselors; contact community groups. Responsibility Minority Recruiter and Associate Dean.
2. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (20-24% for all BTSUC schools).	Fall 1984 enrollment 4.5% down from 21% in 1980. Advertise programs especially business, and education the largest program depends on local school systems.	Do not anticipate increase due to location and dependence on most graduate students to come from local school systems; need more financial aid to attract more students.
3. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Percentage of majors who were black in these fields: Biology 8%; Physical Science 6.1%; None in Pre-Engineering or Chemistry.	Plan to use returning alumni; Career Awareness Workshops, Career Planning. Responsibility of Director of Minority Affairs.

SALISBURY STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
4. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Retention in 1984 - 71% of blacks and 68% of whites. Services available include testing and developmental studies; orientation seminars; mandatory advisement; summer orientation. Exit interviews for those who leave to ascertain reasons. Cost approximately $500; need $3,000.	Director of Minority Affairs will continue to monitor activities; expand use of personal letters; workshops; Buddy system for incoming freshmen. Retention is a campus wide effort including several officers.
5. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	No special mention made of programs for students admitted as exemptions.	

SALISBURY STATE COLLEGE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
6. The proportion of black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	Of the 190 full-time faculty, 5 are black or 2.9%; of the Executive/ Administrators 3.1% are black and 7.9% of professionals. In 1985, there were no new positions available.	Recruitment difficult for the fields where there is a need i.e. computer science, math, physics, business administration. President appointed EEO Committee in 1984 to revise policies and strengthen monitoring; clarify responsibilities for hiring. Can only hire when there is a vacancy.

TOWSON STATE UNIVERSITY
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35 of the 1980 Plan (13-16%).	The 1984 enrollment shows 11.1% black down from 12.2% in the previous year. Part of the reason may be that the SAT score for admittance was raised to 350 on the verbal. The students are well prepared and have excellent chance of succeeding. Total percentage of full-time students is 10.8%. Variety of activities did not yield desired number of applicants.	Black Student Marketing plan funded; added professional staff person to Admissions staff increased funding for travel, mailings, involvement of alumni and students. Anticipate increasing enrollment in 1986.
2. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (20-24% for all the BTSUC schools).	The 1984 graduate enrollment shows 11.4%. Recruitment activities include college and professional days, subscribe to Minority Locater Service; contact with minority student organizations.	Contact graduates and continue other activities.

TOWSON STATE UNIVERSITY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Percentage of science majors has increased from 14.6% in 1983 to 16.3% in 1984. Special activities to recruit black science students: Science Information Day; faculty involvement with students; information sent to students; Open Houses. Responsibility of Dean of the College and Director of Admissions. No specific funds allocated.	Activities to continue.
4. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Retention rate for black students is 72% for white students 75% in 1984. Activities under auspices of Office of Minority Affairs - promote black cultural presence and involvement; black scholars; newsletter, Spring festival, involvement of black organizations.	Office of Minority Affairs will continue efforts for recruitment and retention.

TOWSON STATE UNIVERSITY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
5. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.		
6. The proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	There was a slight increase in black representation from the previous years: faculty 3.3% from 3.1%; administrators 9.6% from 7.8%; and professions 10% from 8.9%. Vacancies are advertised in news media and circulated to graduate schools. Responsibility of Personnel Director; Academic Vice President and Deans. Cost for materials $500.	Will continue activities.

RECOMMENDATION:

Increase efforts to recruit more black faculty.

UNIVERSITY OF BALTIMORE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of full-time undergraduate students who are black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36 of the 1980 Plan (16-17%).	In 1984, black enrollment was 19.5% exceeding the 1985 goal. Continue recruitment in community college. Responsibility of the recruiting staff.	Continue activities to maintain enrollment.
2. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (20-24% for all BTSUC schools).	Recruit among graduates.	Continue activities to maintain enrollment.

UNIVERSITY OF BALTIMORE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. By 1985 the proportion of blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39 of the 1980 Plan (10%).	Enrollment in Law School for 1984 was 7.3%.	The 5th Annual Minority Student Law Forum is planned; involvement of black lawyers and ministers and graduates; conditional Summer Institute for intensive preparation now without cost. Responsibility of Director of Law School Admissions.
4. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	No information provided. Learning assistance program provides individualized learning assistance; specialists and counselors and review course for LSAT.	If funding permits, learning assistance program will continue ($45,000).

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
5. The proportion of black faculty and administrators at each institution and on the staffs of each governing board, or any other public higher education entity, in positions not requiring the doctoral degree, shall be at least equal to the proportion of black students graduating with master's degrees in the appropriate discipline from public institutions within the State or the proportion of black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.	Percentage of blacks: Faculty - 3.0% Exec./Admin. 13.5% Professional 25.2% Secretarial 25.3% Technical 41.7% Skilled 25.0% Service 63.0% Responsibility for implementation: Affirmative Action Officer, Academic Deans, Program Directors.	Broadening advertising efforts. Anticipated status with AACSB accreditation, imperative that faculty have terminal degree - no blacks received doctorate in Business in Maryland for several years - effects efforts to recruit. Do not anticipate any dramatic increase in black faculty hires.

RECOMMENDATION:

Increase black representation in the Univesity of Baltimore Law School in order to reach 1985 goal.

MORGAN STATE UNIVERSITY
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35 of the 1980 Plan (12%).	Percentage of non-black enrolled in fall 1983 34 of 766. (4%) University wide.	Continuation of university wide recruitment committee to involve departments and other components at university. New engineering programs to begin in 1985 (civil and industrial) should attract more other race students.
2. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (50%).	Other-race enrollment in 1984 was 46%; number of degrees awarded from 47% to 60%. Goal of 50% may be reached by 1985. Doctoral program has a 43% non-black enrollment.	Aggressive promotion of graduate programs; on going recruitment.

MORGAN STATE UNIVERSITY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	University wide recruitment committee plan developed to involve all facets of university; new programs attract other-race students. New Engineering program has increased percentage of non-blacks from 22% to 33% in 1984. Other programs include telecommunications, computer science and information systems. Fall 1984 enrollment of 109 in new electrical engineering. Undergraduate programs in Telecommunications biology and computer science account for 63% of black students in these fields. Graduate level transportation, architecture attract smaller percentages of black students.	Engineering programs will expand in 1985; new dormitories; in the future Science Complex will be advantage. Responsibility for implementation: Vice President for Student Affairs and Vice President Academic Affairs. Costs estimated at $80,000.

MORGAN STATE UNIVERSITY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
4. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Percentage students enrolled in 1983 and dropped out in 1984 - 42%. Of the students who began in 1980, 67.2% were neither enrolled or graduated in 1984.	Retention Committee operated until December, 1984 and sponsored a variety of activities. The university wide Recruitment Committee has assumed some of the responsibilities. Costs were not isolated.
5. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	A survey of non-returning students developed by Office of Institutional Research to identify the factors that lead to students' discontinuance.	Activity of students admitted as exceptions will be monitored.

MORGAN STATE UNIVERSITY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
The proportion of black faculty and administrators at each institution and on the staffs of each governing board, or any other public higher education entity, in positions not requiring the doctoral degree, shall be at least equal to the proportion of black students graduating with master's degrees in the appropriate discipline from public institutions within the State or the proportion of black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.	Blacks constitute 72% of the tenured faculty; and 85% of the executive administrative management staff.	

MORGAN STATE UNIVERSITY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
7. Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect.	A new appointment, promotion and tenure policy will become effective beginning in 1985-86 academic year. This policy reaffirms the university's commitment to academic freedom, affirmative action, and institutional account-ability. Affirmative action officer is housed in the Personnel Office and monitors action policies. No tenure appointments have been made since 1979.	

ST. MARY'S COLLEGE OF MARYLAND
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals equal to the goals shown in Table 35 of the 1980 Plan (8%).	Fall 1984 shows 2.9% black students. Associate Director for Minority Recruitment was added to staff; favorable media coverage. Responsibility: Director of Admissions. Cost within Admissions Office budget.	Continue activities from present year: programs with counselors; scholarships; new activities; transportation to visit; interest receptions; publishing a minority perspective. Expect 15% enrollment in fall 1985.
2. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Goal remains to have 25% in the Natural Sciences and Math; shift toward social sciences (economics and psychology). Responsibility: Dean of the College; Directors of Minority Recruitment, Career Planning and Advising.	Counseling students in selection of majors; encourage to pursue degrees that will prepare for professional fields.

ST. MARY'S COLLEGE OF MARYLAND (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Retention rate fall 1984 was 78.8% which was 1.8% higher than college's rate; of the 60 enrolled in fall 1983, 8 graduated and 48 re-enrolled.	Further development of academic support programs; securing additional financial help.
4. The proportion of black non-academic personnel (by job category) at each institution and on the staff of each governing board or any other public higher education entity, shall at least equal the proportion of black persons with the credentials required for such positions in the relevant labor market area.	Overall minority representation is 16.7% and for blacks, 13.9%. Affirmative Action Officer advised search committees and other personnel of need to seek minority candidates.	Advertisements in black professional publications; contact with graduate schools; options being investigated to host black scholars and exchange programs.

RECOMMENDED ACTION:

Increase efforts to expand black faculty and administrative personnel.

UMAB - SCHOOL OF DENTISTRY
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39 of the 1980 Plan (10-12%).	1984 entering class had 15 new students of the 106 admitted or 14.2% exceeding the 1985 goal.	Continuation of current activities some with special funding. Anticipate 11% of 1985 class will be black students.
	Activities include: Health Careers Opportunity Program, Summer Program; Operation Dental Career; recruitment visits; conference for High School Counselors; special committee on student recruitment; dual degree programs.	Responsibility: Director of Admissions; Director of Recruitment; Associate Dean for Academic & Student Affairs. Costs vary for each program.
	Retention: special programs include Pre-matriculation academic summer session; specially tailored educational program; independent learning center. Committed to graduating all students who matriculate.	

UMAB - SCHOOL OF DENTISTRY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
2. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Activities described above cover this goal as well. Dental Hygiene program admitted 4 blacks in class of 25 (16%). Recruitment committee plans and conducts programs to increase enrollment.	
3. The proportion of black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market areas.	There are 2 minority faculty in a total faculty of 100 and no minorities in the administration. Systematic efforts made to locate and encourage candidacy of qualified persons.	Continue current activities.

UMAB - SCHOOL OF LAW
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39 of the 1980 Plan. UMAB goal is 10-15%.	The proportion of blacks has averaged 15% in last ten years; 22% in 1984 exceeding the 1985 goal. Wide variety of recruitment strategies: recruiting visits; Law School Candidate Referral Service; pamphlet describing minority program; reception for minority applicants; alumni and currently enrolled student as recruiters.	Continue current activities. Anticipate continuing to admit 10-15% blacks to entering class. Responsibility: Assistant Dean and Director of Admissions. Costs supported by Desegregation Support funds.
2. The proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	Faculty: 3 of 41 are black; administrators: none of the 8. Labor market availability for faculty listed as 3.7%.	

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UMAB - SCHOOL OF MEDICINE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39 of the 1980 Plan (10-12%). (10-12%)	Fall of 1984 12 (8.7%) were black in a class of 138; increase from 1980 (5.1%) Office of Student Affairs conducts variety of activities: identification of potential applicants at high school and college level; participate in task forces on minorities for health professions; Health Careers Opportunity Program Career Days; arrange visits.	Continue present activities. Responsibility: Assistant Dean for Student Affairs.
2. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Same as above.	

UMAB - SCHOOL OF MEDICINE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students. [1]	Of the 40 black students enrolled in 1983-84, 85% were advancing compared to 97.3% of all students. Figures provided of number completing since 1969 shows the percentage ranged from 67% to 100%. Activities: Pre-matriculation summer program academic and personal counseling; student tutoring; assistance in obtaining materials for tests.	Continuation of current activities. Total costs including financial aid to students and health careers opportunity grant $209,206. Need for increased financial aid to support pre-matriculation summer program and scholarship monies to be more competitive in enrolling highly recruited black students.

1 Although this goal refers to undergraduate students, the retention of full-time professional school students is equally important.

UMAB - SCHOOL OF MEDICINE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
4. The proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	Of the faculty, 11 of the total 567 (6.0%) are black; and 2 of the 11 executive/administrators. Efforts in past 2 or 3 years, only slightly successful; improved advising of openings.	Continue present efforts through more effective advertising; periodic meetings with affirmative action officer and department administrators. Responsibility: Dean and Associate Dean. Costs primarily for advertising.

UMAB - SCHOOL OF NURSING
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of full-time undergraduate students who are black enrolled in the University of Maryland at Baltimore shall be at least equal to the goals shown in Table 36 of the 1980 Plan (12%).	Percentage of black students remained the same for 1984 as 1983 - 7.3% and 7.4%. Activities: career days; open houses; new brochures; telephone contact with newly admitted students; receptions for high school students.	Continue current activities with more specific attention on graduate student recruitment.
2. There shall be parity in the proportion of black and white students transferring from community colleges.	In fall 1984, percentage of transfers were 8.9% black students compared to 8.6% of white students.	
3. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38.	Similar activities as for undergraduates. Responsibility: Assistant Dean for Academic Service and Director of Admissions and Progression. Costs: $70,600 including recruitment grants.	

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UMAB - SCHOOL OF NURSING (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
4. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Retention rate for black students continues to be less than that of whites; graduation rate - 36% of blacks graduate on time; the difference in graduation rate between whites and blacks has persisted. Peer Tutoring Program; Black Student Nurses Association provides informal peer support and academic assistance; writing skills program.	Activities will continue with efforts directed towards determining reasons for decrease in retention rate. Responsibility: Assistant Dean for Academic Service and Director of Student Services.
5. The proportion of black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	Of 140 professionals (faculty and administrators) 9 or 6.4% are black. This exceeds expectation based on national pool of qualified applicants. Search committees include black faculty; use of media and personal contacts.	Current activities will continue; expect percent to stay the same.

UMAB - SCHOOL OF PHARMACY
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of full-time undergraduate students who are black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36 of the 1980 Plan (12%).	Continued efforts to recruit from state's black colleges; special emphasis on the students who come to Health Professions Office at UMCP; Achievement Scholarship competition attract applicants. Number of blacks accepted in fall 1984 equaled number accepted in the previous year.	Continue Achievement Scholarship, NIH minority apprenticeship program; and efforts with state's black colleges. Anticipate at least 10 applicants. Responsibility: Assistant Dean for Student Affairs; Associate Dean of Administration; Recruitment Subcommittee.
2. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (10-12%).	Two graduate students enrolled. Renewed efforts to attract students through contacts at UMCP and Morgan; use Student National Pharmaceutical Association. No black graduate students admitted this year.	

UMAB - SCHOOL OF PHARMACY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Rate of retention is 89%. Structured tutorial program.	One or two graduate students will be asked to assist as needed. Responsibility: Assistant Dean for Student Affairs.
4. The proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	One black full-time administrator/faculty - total number of 39.	Advertised in major publications; use of informal and formal networks. Responsibility of Dean.

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UMAB SCHOOL OF SOCIAL WORK AND COMMUNITY PLANNING
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (10-12%).	Enrollment remained the same as in the previous year; number of first-time students slightly higher but offset by the number who graduated.	
2. By 1985 each institution shall either attain equal retention rates of black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Use of black students in recruitment; strenghten support groups to make sure students make satisfactory progress once admitted.	Continue current activities. Responsibility: Associate Dean and Director of Admissions. Hope to hire part-time recruiter whose responsibilities will be devoted to recruitment of black students.
3. The proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	Seven of the faculty numbering 45 are black with one black administrator.	

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35 of the 1980 Plan. (13-16% is the 1985 goal.)	The black enrollment in fall 1984 was 159 representing 12.5% of the first-time, full-time freshmen (total enrollment was 1,275). Strategies include attention to high schools with high minority enrollments; direct mail contact; scholarships; community and school programs; campus visits.	Primary focus on enhancing recruitment strategies already used. Involvement of black alumni, faculty and staff; black student recruitment brochure; continue Learning Resources Center summer program; special services. Anticipate meeting or exceeding goal. Responsibility: Office of Admissions; Costs included in Admissions budget.
2. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (10-12%).	Graduate enrollment - 3 black students in a total of 62; percentage of black students 4.8%. Degrees granted: 6 black of 65 masters degree; 1 doctorate of 7. Total minority enrollment includes large numbers of Asian graduate students.	The merger of the Maryland Baltimore Graduate School may affect the future graduate enrollment; should bring greater resources and visibility to graduate studies. New vice chancellor has not yet been appointed.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Of the designated areas targeted chemistry (15.6%); health science policy (14.4% but this is only 1) biological sciences (11.1%) and information system management (10.3%) show the highest percentages. Scholarship opportunities widely advertised; advisory committee established; campus visits; personal contact are some of the activities.	Continue and develop outreach programs to strengthen skills at the high school level; recruitment plan will continue. Campus wide Task Force established. Responsibility with Office of Admissions.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
4. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Retention rates unavailable. The Learning Resources Center offers a variety of developmental services; students are identified in first six weeks and referred by faculty for assistance; tutoring offered.	LRC will continue its services adjusting to student need; a special program will begin in the fall 1985 aimed at increasing minority enrollment in general and retaining minority students especially from Baltimore City. This pilot program will be offered for students admitted conditionally; a range of services will be offered; the faculty will select their courses. Responsibility: Director of LRC Funding from existing resources; any expansion will require additional funds.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
5. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	A summer program made it possible for 37 otherwise inadmissible students to attend UMBC in fall of 1984.	

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
6. The proportion of black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	Black faculty has decreased by 1 from 1983 (18 of 335 faculty) . The percentage of administration staff is 5.5% down from 9.0% in 1983. Affirmative Action Committee met regularly to discuss policy and program implications; each department has assigned an individual to advise on recruitment, hiring and promotion; workshops and seminars held; Minority Vita Bank established.	Goal established for two full-time black faculty for 1984-85 which was not met and has been re-established. Office of Human Relations will intensify effort relative to vita bank. Efforts will be made to allocate sufficient funds for recruitment activities. Chancellor has ultimate responsibility - Director of Human Relations Programs is responsible for implementation.

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UNIVERSITY OF MARYLAND - COLLEGE PARK
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. There shall be parity in the proportion of black and white students transferring from community colleges to four-year institutions who have completed the A.A. degree in a transfer program or who have earned 56 credit hours.	No data available.	
2. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35 of the 1980 Plan (10-12% is the goal 400-500 of the 4,100 freshmen).	Between 1980 and 1984, total number increased from 411 to 457 or 8.9% to 9.6% attributed to Divisions of Agriculture & Life Sciences and Math & Physical Sciences; there was a decrease in College of Engineering; Division of Behavioral & Social Sciences; Arts and Humanities and Human and Community Resources. Activities include Minority Focus Day, Phone A Thone, Minority Freshmen Weekend and College Prep Day. Center for Minorities for Science & Engineering has key role in recruitment.	Current activities will continue; Banneker Scholarship Program serves as recruitment instrument; Reception for National Achievement Semi-Finalists' by Chancellor; Internship programs; LEAD will continue for business careers.

UNIVERSITY OF MARYLAND - COLLEGE PARK (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
3. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (10-12%).	The number and percentage of black graduate students declined between 1980 (92 or 7.3%) to 89 (4.9%) in 1984. There was an increase in numbers in Division of Behavioral and Social Sciences, Math and Physical Sciences but percentage declined because of greater increase in non-Black enrollment. All five divisions have fallen further behind in attempts to reach 1985 goals.	Funds from GPOP; other-race grants and Graduate Assistants will be used to attract more Black graduate students. Several departments have special committees for recruitment.
4. The University of Maryland shall present specific plans and goals for increasing retention in the fields of architecture, computer and information sciences and engineering to a level such that total black enrollment in these fields is consistent with the 1979 full-time, first-time black enrollment, which equaled 9.2% in these fields.	Since so few blacks enrolled as freshmen in Architecture, there are no meaningful retention figures; for Engineering retention improved; none of the goals for computer science majors were reached. Activities include individualized counseling; advising; summer orientation programs.	Center for Minorities in Science and Engineering will expand retention programs; academic advising, counseling and tutoring; brochure available.

UNIVERSITY OF MARYLAND - COLLEGE PARK (Cont.)

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
5. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Campuswide, the second year retention rate for whites ranged from 81% to 83% over five years; comparable black range was 69% to 76%; in the fall of the sixth year, the white rate was still over one-half; but the black rate was just one-third. Retention Coordinator and Retention Steering Committee appointed by Chancellor in summer 1984 to develop new strategies for retention. Office of Minority Student Education provides advisors.	Continuation of efforts which were intensified under the direction of the Chancellor last year.
6. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	Retention rates for students admitted as exemptions tend to be lower than those regularly admitted. Individualized Admission program provides special placement tests; Intensive Educational Development Program sponsors summer transitional program.	Current activities will continue.

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GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
7. The proportion of black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	The number of black faculty increased from 79 in 1980 to 89 in 1984 but the percentage only increased from 3.4% to 3.7% since the total number increased from 2,299 to 2,428. At the executive level, there was a decrease from 22 in 1980 to 15 in 1984 (10.4% to 6.9%). At the professional and secretarial levels, there were increases in number but not in percentage of the total.	
	An organizational change was made in 1984 with the addition of an Assistant to the Chancellor responsible for coordinating the campus affirmative action programs and reporting efforts and the formation of an Equity Council. The Office of Institutional Studies was tranferred from the Chancellor's office to the Office of the Vice Chancellor for Academic Affairs.	No specific plans presented other than the creation of the Equity Council and the new position.

RECOMMENDED ACTION: Efforts should be intensified to address the retention problem for black students. More aggressive recruitment to increase number of black faculty in all areas.

UNIVERSITY OF MARYLAND - EASTERN SHORE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
1. There shall be parity in the proportion of black and white students transferring from community colleges to four-year institutions who have completed the A.A. degree in a transfer program or who have earned 56 credit hours.	During the years 1979 to 1982, 64 students transferred from community colleges; most did not have the 56 credits. Several new programs should attract more transfers: physical therapy; hotel and restaurant management; electrical technology. Comprehensive recruitment program including articulation agreement with 17 two-year institutions.	Recruitment activities will continue coordinated by the University's central office of Articulation; community colleges will be visited. Responsibility: Office of the Vice Chancellor for Student Affairs.

UNIVERSITY OF MARYLAND - EASTERN SHORE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
2. By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35 of the 1980 Plan (25% non-black students)	The percentage of other-race students has varied between 16% and 21% in the years 1980 to 1984. Recruitment is a campus wide effort including faculty and students.	Strategies effective in the past will be continued; more integrated groups will be hosted on the campus and students integrated into the campus life. New programs expected to attract more other-race students: engineering technology; computer science; construction management technology. Responsibility: Vice Chancellors for Student Affairs and Academic Affairs. Cost: funding through reallocating existing funds.
3. By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38 of the 1980 Plan (1985 goal is 10-12%).	The percentage of other-race graduate students has exceeded the goal each year since 1980. The percent of other-race was 14.3% in 1984.	

UNIVERSITY OF MARYLAND - EASTERN SHORE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
4. Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Within the sciences and pre-professional fields the representation of blacks is commensurate with the total student body. The lower percentage of blacks in technical areas may still be due to the newness of the programs even though they have been in existence more than a year. Agriculture shows poor representation by blacks, though the new program in Poultry Management should attract more.	More active recruitment and greater collaboration between admissions office and faculty of agriculture (proposed last year but without noticeable progress.)
5. By 1985 each institution shall either attain equal retention rates for black and white regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted black students.	Retention rate similar for black and white students in year 1980-82 (81.8% for black and 82.1% for white) rates not available for 1983 or 1984. Academic support services are available and activities that concentrate on the quality of life.	

UNIVERSITY OF MARYLAND - EASTERN SHORE (Cont.)
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
6. Each institution shall, after the first year of attendance, attain retention rates for students admitted as exemptions to the regular admission criteria equal to retention rates for regularly admitted students.	Retention rate for exemptions were similar to those admitted using the regular standards if all students are included for fall to spring; but from spring to the following fall, the disparity emerges - 1982 83.2% of regular admits were retained but only 72.4% of exemptions.	The variety of activities now offered will continue and monitoring of the effectiveness of these activities will continue. The plan to collect and monitor progress proposed for 1985 is proposed for 1986 again. There is also a plan to follow up graduates and non-returning students.
7. The proportion of black faculty and administrators at each institution and on the staff of each governing board or any other public higher education entity, in positions requiring the doctoral degree, shall be at least equal to the proportion of black individuals with the credentials required for such positions in the relevant labor market area.	Other-race proportion has not changed markedly since last year: faculty 53%; administrators 27%; and other professionals, 36%. Overall there is a slight increase since last year, 45% from 43%.	No specific plans to change the present arrangements.

APPENDICES

APPENDIX A

Equal Educational Opportunity
Annual Institutional Report

Part I

The areas covered by this part correspond to the broad areas included in the Plan to Assure Equal Postsecondary Educational Opportunity. These broad areas are listed on page twenty-five of the Plan. Please provide brief answers for each section under each area, using the following format. Use additional sheets if necessary.

A. Current Status. Provide a quantitative assessment of where the campus is in relation to the goal or recommendation based on fall 1982 data. These descriptive data should include campus-wide totals and such breakdowns as are needed to provide a basis for deciding on courses of action and monitoring future progress.

B. Current Activity. Describe each activity, if any, which is currently underway to help achieve the goal or recommendation.

C. Proposed Activity. Describe each new effort, if any are necessary, to meet the goal or recommendation. These new efforts should be classified in terms of whether they are: 1) an expansion or enhancement of a current activity or 2) a new activity. When efforts beyond those now underway are unnecessary, the basis for this conclusion should be discussed.

D. Anticipated Status. Briefly describe the progress toward the 1985 goal which is expected to be made by next fall. Since the implementation effort is just getting underway, new activities understandably need not be expected to have a substantial impact this soon.

E. Responsibility for Implementation of Current and Proposed Activities. List the title of the person(s) who is/will be responsible for implementing each current and proposed activity. Describe any coordinative mechanism created to aid in implementation activities.

F. Costs of Current and Proposed Activities. Prepare cost estimates for each proposed activity which is undertaken to implement a goal or recommendation. In general, an assumption should be made that the costs of proposed actions will have to be met through internal campus reallocations of funds. Therefore, cost estimates should be as conservative as possible. The commitment to meet equal educational goals and recommendations cannot be based on an assumption that the campus will be successful in obtaining additional resources.

1. Undergraduate Accessibility

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

2. Graduates/First Professional Accessibility

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activites:

F. Costs of Current and Proposed Activities:

3. Enrollments in Fields Where Blacks Are Under-represented

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsiblity for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

4. Undergraduate Retention

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

5. Administrators/Faculty/Professional Employees

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

APPENDIX B

TASK FORCE MEMBERS

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Hon. Howard P. Rawlings
Md. House of Delegates
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Dr. Jean E. Spencer
Executive Director
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Universities and Colleges
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Dr. John S. Toll
President, Univ. of Md.
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Mrs. Sheila Tolliver
Administrative Officer for
Education
Executive Department
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Non-Voting Alternates: Dr. Joseph Brandon, Board of Trustees of State Universities and Colleges; Dr. Joel Nwogbaroacha, Morgan State University; and Dr. Sherman Roberson, University of Maryland.

Task Force Staff

Joseph T. Durham

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